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ABSTRACT

This kit has been designed by teachers at the Atlanta Area Center for Teachers (Georgia) to offer beginning teachers support and suggestions as they begin the challenge of their first year of teaching. Because most new teachers in Georgia must participate in Competency Based Teacher Performance Certification, this package has been sequenced according to the competencies which beginning teachers will be required to demonstrate, including: (1) instructional planning: (2) attention to individual differences: (3) evaluation of instructional effectiveness: (4) communication with students: (5) various teaching methods: (6) subject area knowledge: (7) organization: and (8) enthusiasm. Along with activities for these competencies are suggestions and information on the Atlanta Area Center for Teachers, books and periodicals on creative teaching, professional behavior guidelines, and answers to questions that beginning teachers may ask. (CJ)

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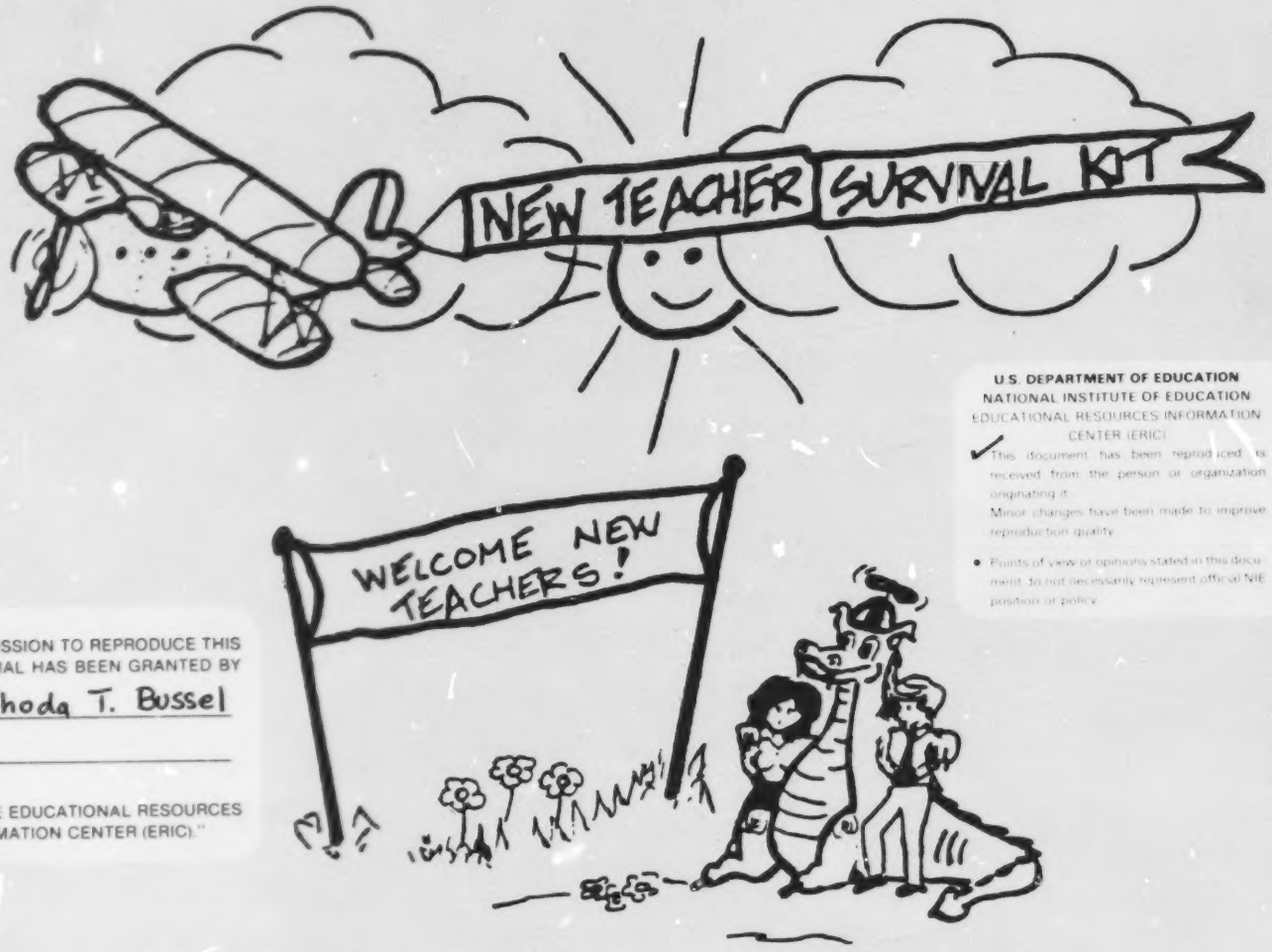

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

This kit was developed by your Teachers' Center, and was compiled and edited by your fellow classroom teachers. It has been designed to help beginning teachers acquire skills that are related to the Teacher Performance Assessment Instrument for the State of Georgia.

Jenny Bennett - DeKalb County

Dan Gant - Clayton County

Jane Pulling - Gwinnett County

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INTRODUCTION

Your "New Teacher Survival Kit" has been designed by fellow teachers to offer you support and suggestions as you begin the challenge and excitement of your first year of teaching.

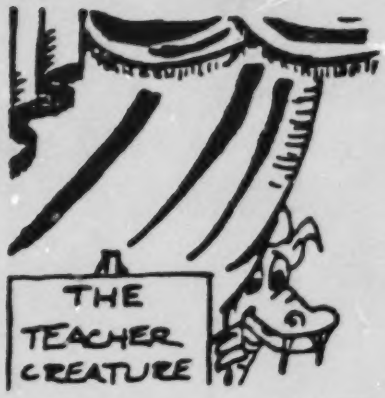
Because most new teachers in Georgia must participate in Competency Based Teacher Performance Certification, this package has been sequenced according to the sixteen competencies which beginning teachers will be required to demonstrate. Information found in one catagory, however, may very well be useful in another.

Ideas and suggestions found in this kit are adaptable for use at a variety of grade levels and in many different subject areas. Best of all, these ideas are just the "tip of the iceberg." We hope you will use all of this as a starting point for your own exploration.

If you are motivated by an idea you find here to read professional literature, talk with fellow teachers, or VISIT THE ATLANTA AREA CENTER FOR TEACHERS to make a game, laminate, use the library or attend a workshop -- we'll feel as if this kit has done its job.

Welcome to the wonderful world of teaching. Nobody ever said it was going to be easy, but with your "New Teacher Kit" we hope you'll have a super year!

Dan Gant, Clayton County
Jane Pulling, Gwinnett County
Connie Thomas, Atlanta City
Jenny Bennett, DeKalb County



Have you every thought while looking around your drab, unattractive classroom that there had to be way to make learning more exciting? There is!! COME TO AACT.

The Atlanta Area Center for Teachers is a place where teachers help teachers -- by sharing ideas, materials and problems. It is full of resources galore!!

Machines:

Laminating machine
Book binding machine
Opaque and overhead projectors
Button making machine
Primary typewriter
Apple computer (coming soon to AACT I)

Materials for your use while at the Center:

Rulers
Magic markers
Glue
Scissors
Colored pencils
Construction paper

Free Materials:

Book jackets
Magazines
Old books
Fabric
Billboard paper
Carpet samples
Egg cartons
Styrofoam trays
IBM computer cards
Workbooks (used)
Boxes
Fabric bolts
Styrofoam chips

Resources:

Resource Bank of Teacher Ideas
Individualized Teaching Techniques
- A. Learning Center Examples and Ideas
- B. File Folder Ideas
- C. Pringle Can Ideas
- D. Games to Copy
- E. Pizza Wheel Ideas and many, many more

Room Environment Ideas
Professional Area Libraries

Materials at cost:

Good Apple posters
Poster board
Pizza wheels
Manilla folders
Red acetate
Book pockets
Tongue depressors
Blank filmstrips
Envelopes

Each center has a coordinator and aide. Howard, Rhoda, Les, Marian and Peter are creative, resourceful and extremely helpful people. If you have a problem ask for their help.

We are enclosing an example of a newsletter with directions to each center. Be sure to look for copies of the AACTion News that will be sent to your school during the year.

BOOKS FOR CREATIVE TEACHING!

(Most of these can be found at the Teacher Center.)

KIDS' STUFF KIT FOR PERSONALIZING CLASSROOM INSTRUCTION by Forte

KIDS' STUFF KIT, PUMPKINS, PINWHEELS & PEPPERMINT PACKAGES Forte, Pangle, Tuppa

70 ACTIVITIES FOR CLASSROOM LEARNING CENTERS by Dorothy M. Lloyd

METRIC MEASUREMENT - ACTIVITIES AND B LLETIN BOARD

SLITHERY SNAKES, AND OTHER AIDS TO CHILDREN'S WRITING by Walter T. Petty & Mary Bowen

*PRACTICAL APPROACHES TO INDIVIDUALIZING INSTRUCTION by Rita and Kenneth Dunn

*KIDS' STUFF (READING & LANGUAGE EXP., PRIMARY LEVEL) by Imogene Forte

*CREATIVE MATH EXPERIENCES FOR THE YOUNG CHILD by Imogene Forte

*NOOKS, CRANNIES, & CORNERS, LEARNING CENTERS FOR CREATIVE CLASSROOMS by Imogene Forte

*LEARNING CENTER: OPENING UP THE CLASSROOM by John I. Thomas

EGGS AND PEANUT BUTTER: A TEACHER'S SCRAPBOOK by David Weitzman

*TEACHING STRATEGIES FOR ETHNIC STUDIES by James A. Banks

*THE OPEN CLASSROOM: A PRACTICAL GUIDE FOR THE TEACHER OF THE ELEMENTARY GRADES BY Rose Epstein Sabaroff and Mary Ann Hanna

*INDIVIDUALIZED TEACHING IN ELEMENTARY SCHOOLS by Dona Kofod Stahl & Patricia Anzolone

INVITATION TO LEARNING by Ralph Voight

*INVITATION TO LEARNING, NO. 2 by Ralph Voight

*A TREASURY OF GAMES by Carl Withers

*INSTRUCTIONAL RESOURCES FOR TEACHERS OF THE CULTURALLY DISADVANTAGES & EXCEPTIONAL by Robert M. Anderson/Robert E. Heminway/Janet W. Anderson

*WORKJOBS: ACTIVITY-CENTERED LEARNING FOR EARLY CHILDHOOD EDUCATION by Mary B. Lorton (readiness)

*WILL IT GROW IN THE CLASSROOM? by Ronald and Beatrice Gross

APPARATUS: A SOURCE BOOK OF INFORMATION & IDEAS by F. F. Blackwell

JUST A BOX? by Goldie T. Chernoff

MATH ACTIVITIES WITH SIMPLE EQUIPMENT by John L. Ginther

DEVELOPING OPEN EDUCATION IN AMERICA by Kathleen Devaney

*THE TEACHER'S GUIDE TO OPEN EDUCATION by Lillian Stephens

*DEAL ME IN by Margie Golick

*I SAW A PURPLE COW & 100 OTHER RECIPES FOR LEARNING by Ann Cole

*THE ELEMENTARY SCHOOL LEARNING CENTER FOR INDEPENDENT STUDY by Joyce Fern Glasser

*INDEPENDENT ACTIVITIES FOR LEARNING CENTERS by Thelma J. Gomez & Elizabeth Simpson

THE "NOW" LIBRARY: A STATIONS APPROACH MEDIA CENTER TEACHERS KIT by Mary Margrabe

*INDEPENDENT ACTIVITIES FOR CREATIVE LEARNING by Helen D. Darrow & R. Van Allen

CORNERING CREATIVE WRITING by Imogene Forte

*CREATIVE SCIENCE ACTIVITIES FOR THE YOUNG CHILD by Imogene Forte

*CENTER STUFF FOR NOOKS, CRANNIES, AND CORNERS by Imogene Forte

CHANGE FOR CHILDREN by Sandra Nina Kaplan

EXPLORATIONS IN THE TEACHING OF SECONDARY ENGLISH by Stephen Judy

KIDS' STUFF: JUNIOR HIGH INTERMEDIATE READING AND LANGUAGE by Imogene Forte

A SOURCEBOOK FOR SUBSTITUTES AND OTHER TEACHERS by Miriam Greedman and Teri Perl

YELLOW PAGES OF LEARNING RESOURCES by Richard S. Wurman (resources)

IT'S YOUR WORLD: ECOLOGY GUIDE AND PROJECT BOOK by Claudia Chargin

ELEMENTARY CREATIVE BULLETIN BOARDS by Joanne Hornick

MAKING CHILDREN'S FURNITURE AND PLAY STRUCTURES by Bruce Palmer

HAPPY BIRTHDAY TO U.S. - ACTIVITIES FOR THE BICENTENNIAL by Murray & Roberta Suid

VEGETABLE SOUP ACTIVITIES by Mary and Ray Shepard

T. A. FOR KIDS by Alvyn M. Freed

ART LESSONS THAT MIRROR THE CHILD'S WORLD by Ruth Klonsky

*IT'S POSITIVELY FUN by Phyllis Kaplan

CLASSROOM ACTIVITIES DESK BOOK FOR FUN AND LEARNING by Muriel S. Karlin

READY TO TEACH CRAFTS ACTIVITIES FOR THE ELEMENTARY SCHOOL by Carrie Romine

SURVIVAL KIT FOR TEACHERS (& PARENTS) by Myrtle T. Collins

CLASSROOM AND WORKSHOP TESTED GAMES, ETC. FOR THE ELEMENTARY SCHOOL by Harriett Kinghorn

THE WORKSHOP APPROACH TO CLASSROOM INTEREST CENTERS by Barbara Kilroy

PROBLEM SOLVING IN MATHEMATICS by Thomas Butts

MATH, WRITING AND GAMES IN THE OPEN CLASSROOM by Herbert Kohl

CLASSROOM BEHAVIOR A-2 by Dale Rice

HANDBOOK IN CORRECTIVE READING BASIC TASKS by Ruth Gallant

CUTTING UP WITH PAPER by Peter and Carol Weiss

MAKING PICTURES WITHOUT PAINT by Harry Helfman

THE I CAN'T DRAW BOOK by Jerry Warshaw

OPEN SESAME by Carswell and Rubineck

THE TEACHER'S ALMANACK by Dana Newmann

ED EMBERLEY'S DRAWING BOOK - MAKE A WORLD

ED EMBERLEY'S DRAWING BOOK OF ANIMALS

STEVEN CANEY'S TOY BOOK

ED EMBERLEY'S LITTLE DRAWING BOOK OF WIERDOS

STEVEN CANEY'S PLAY BOOK

INFORMAL TEACHING IN THE OPEN CLASSROOM by Virgil M. Howes

AARON ZWIEBACK AND HIS WORLD OF WORDS: THINKING THROUGH THE DICTIONARY

AARON ZWIEBACK AND HIS WORLD OF WORDS: TEACHER'S RESOURCE BOOKLET

INDIVIDUALIZING READING INSTR. WITH LEARNING STATIONS AND CENTERS by Sue Don

LEARNING TOGETHER AND ALONE by David W. Johnson

A MANUAL FOR THE AMATEUR CRAFTSMAN by Elvira Farrow and Carol Hill

SHOW ME HOW

*WORD ATTACK JOY

*COMPREHENSION JOY

*READINESS JOY

THE WHOLE WORLD CATALOGUE

IMAGINARY WORLDS

INSTRUCTOR - SKILL BUILDING ACTIVITIES FOR MASTERING MATHEMATICS

INSTRUCTOR - ACTIVITIES FOR READING ENRICHMENT

INSTRUCTOR - HAPPY BIRTHDAY U.S.A.

GOOD APPLE MATH BOOK

THE CEMETERY BOX

THINGS TO SAVE, THINGS TO MAKE AND THINGS TO BUY TO HELP YOUR CHILDREN GROW AND LEARN: A MATERIALS MANUAL by G. Brooks and J. C. Rosenblatt

NO COST, LOW-COST PLAYTHINGS: TOYS FOR FUN AND LEARNING by J. VonNieda, B. Hardge, S. W. Gray

METRIC EDUCATION HANDBOOK

DESCHOOL PRIMER #4

BEST OF ZEPHYROS

DESCHOOL PRIMER #10

DESCHOOL PRIMER #8

DESCHOOL PRIMER #9

DESCHOOL PRIMER #3

DESCHOOL PRIMER #7

KEYS TO OPEN EDUCATION - REVISED EDITION

KEY TO OPEN EDUCATION - EARLY CHILDHOOD EDITION

*GAMES WITHOUT LOSERS by Sarah Liv and Mary Lou Vittitow

DISPLAY (A HANDBOOK OF ELEM. CLASSROOM IDEAS TO MOTIVATE THE CREATION OF BULLETIN BOARDS by Lucy L. Laurain

VALUES CLARIFICATION by Sidney Simon, Howard Kirschenbaum & Leland Howe

METER - A HANDBOOK OF ELEM. CLASSROOM IDEAS TO MOTIVATE THE TEACHING OF THE METRIC SYSTEM by John Youngpeter

LETTER PATTERNS FROM A TO Z

THE CREATIVE TEACHER'S PRACTICAL GUIDE TO KINDERGARTEN ACTIVITIES by Ilene Follman et. al.

THE CREATIVE TEACHER'S PRACTICAL GUIDE (1st, 2nd, 3rd, 4th, and 6th) 1, 2, & 3 by Brush, Tucker, Mullaney & Williams; 4 & 6 by Allrecht, Miller, & Speed

VARIETIES OF IDEAS & PATTERNS FOR YOUR BULLETIN BOARDS by Kristen K. Seward

CHILD'S WORK - A LEARNING GUIDE TO JOYFUL PLAY by Paul S. Shakesby

SCIENCE CAN BE ELEMENTARY by Barbara Waters

HIGH INTEREST - EASY READY FOR JR. AND SR. HIGH SCHOOL STUDIES

THE WHOLE KIDS CATALOG by Peter Cardozo

*A YOUNG CHILD EXPERIENCES by Sandra Kaplan et. al.

ONE AT A TIME, ALL AT ONCE

SPELLING MAGIC

KIDS'N KATALOGS

OPENING YOUR CLASS WITH LEARNING STATIONS

LET'S DRAW

ENCYCLOPEDIA OF ACTIVITIES FOR TEACHING GRADES K-3: Hal Marcovitz

IMAGINATION AND ME (record)

DANDY LIONS NEVER ROAR (record)

SMALL VOICE, BIG VOICE (record)

A YOUNG CHILD EXPERIENCES

SNIP & SNAILS & WALNUT WHALES

THE WHOLE LEARNING CATALOG

MOTIVATING TODAY'S STUDENTS

*IMAGINE THAT! ILLUSTRATED POEMS AND CREATIVE LEARNING EXPERIENCES by Joyce King & Carol Katzman

PERIODICALS

INSTRUCTOR MAGAZINE

TEACHERS & WRITERS COLLABORATIVE NEWSLETTER - MIDDLE & HIGH SCHOOL

*GOOD APPLE NEWSPAPER (Issues 11-15)

*GOOD APPLE NEWSPAPER (Issues 6-10)

THE RASPBERRY REPORT CARD - EARLY CHILDHOOD

THE ARITHMETIC TEACHER

EBONY

PSYCHOLOGY TODAY

LEARNING

MEDIA & METHODS

TEACHER

TEACHER WORKS IN A BOX

ZEPHYROS

GENERAL INFORMATION

COMPETENCIES AND INDICATORS

PROFESSIONAL BEHAVIORS

The teacher communicates with students by demonstrating personal and professional behaviors that are conducive to effective classroom instructions:

By being prompt.
By having time to talk to students individually.
By wearing appropriate attire. (Neat in manner and appearance.)
By being open with students and discussing things with them, as well as learning from them.
By setting a good example for the students (no chewing gum, proper language, etc.)
By being interested in students and their activities at school and home.
By involving students in planning activities allowing them to have a choice when it is possible.
By maintaining composure in stress situations - By thinking out a situation before saying or doing anything.
By feeling good about yourself and encouraging the students to have good feelings about themselves.
By handling discipline privately, fairly, and consistently.
By making sure instruction is geared to several learning modes simultaneously: auditory, visual, kinesthetic.
By gaining students' respect in the very beginning.
By following administration rules as an example for students.
By being able to relate to the student as an individual and not as just a name on a paper.
By being organized.
By having materials that can be read and understood by the students.
By listening to the students.
By grading papers and providing feedback so testing becomes a learning experience for the student.
By acting as a leader.
By treating all students fairly (has no favorites that other students can pick out.)

PROFESSIONAL BEHAVIORS - Continued

By not "pal1ing" around with students.
By praising the student for accomplishments.
By having respect for all students. Many teachers discuss low level students as if they are sub-humans.
Teachers should "grow-up" before they start teaching. Such habits as leaving dirty things in the lounge, ignoring rules, etc. aren't professional.
By letting students work at their own speed.
By having classroom rules and guidelines which are known by all.
By keeping a mild toned voice.
Becoming involved in meaningful civic, church, social, and educational activities within their given community.
By using personal creative talents to help develop and enrich the present school curriculum such as creative dancing, art, music, poetry, drama, etc.

By having respect for oneself and one's profession.
By keeping abreast of the changes and research in his/her field.
By being sincerely interested in teaching.
By maintaining an atmosphere of purposeful independent student activity so that the group receiving instruction is not distracted.
By not using students as major topics of conversation in the teacher's lounge.
By having students evaluate the teacher's performance.
By allowing students to express themselves without fear of failure.
By supporting school activities.
By having pride in the school.
By earning student respect instead of demanding it.
By becoming aware of personal mannerisms that may be distracting and trying to correct them.
By trying to understand the students' problems from the students' point of view.

TAKE A LOOK AT YOURSELF

A. It is imperative to model the kind of behavior you wish your students to have. Do you want students to be polite, mannerly, kind, use a quiet voice, fair, consistent, etc.?
B. Listen to yourself - are you positive in your approach to others or negative? Do you expect the best or worst from your students? You generally get what you expect. You need to cultivate a positive attitude and <u>expect</u> good behavior and communicate your expectancies.
C. If a student is trying, do you encourage his attempts and approximations or do you continually point out errors. Try marking the <u>correct</u> answers or papers instead of the incorrect. Give credit for <u>partial</u> right answers. When an incorrect answer is given orally, try saying - "That is one answer, does anyone have another?" or "That's a good try."
D. Do you recognize when students are having emotional/social problems that interfere with learning? Often these need to be worked through before learning can take place.
E. Do you walk around the room rather than stay in one place? This helps control behavior.
F. Do you reinforce appropriate behavior? (Watch this one - sometimes <u>all</u> we call attention to is <u>bad</u> behavior. You need to <u>reinforce what you want</u>.)
G. Try using signals. A wink or a smile or a pat on the shoulder indicates approval. A frown or stare may stop inappropriate behavior. <u>Often we cause disruption ourselves</u>. During a class discussion it is far better to walk over and put your hand on the shoulder of someone who is acting up than to disrupt the entire class. You may need to whisper to him/her that you will need to see him/her after class.
H. There are certain discipline techniques that should never be used. Not only are they inhumane, they usually backfire in the long run. Such techniques are: sarcasm, belittling, making an example in front of the class and, usually, lecturing at lengths on everyones sins.
I. Is your class a safe place to fail sometimes? Not <u>everyone</u> does <u>everything</u> right <u>all</u> the time. Somehow we equate failure with sin instead of seeing it as an opportunity to reteach. Sometimes kids need to be told - "OK, so you messed up, that's all right, let's try again." If kids feel they <u>can do</u> it will solve many discipline problems.
J. Avoid getting into lengthy discussions about behavior or rule infraction.
K. Don't issue ultimatums you cannot back up.
L. Sending a student to the office is a last resort. <u>Save your big guns</u>.
M. Certain serious behavior calls for immediate help - such as a student swearing or being physically abusive to your or other students.
N. Keep your ego under control. Don't take misbehavior personally.
O. Remember - you need a good self-concept too! Think of yourself in a postive way. Everyday is a new opportunity to try new methods to bring success and---- KEEP YOUR SENSE OF HUMOR!

DO

..Follow the Golden Rule
..Be interested in all children
..Be honest
..Let students know you care
..Be friendly, firm, and fair
..Have fair representation
..Give credit for effort, as well as accomplishment
..Believe that children "mean well"

..Be sensitive to human feelings
..Accentuate the positive
..Eliminate the negative

..Be consistent
..Know your students
..Be considerate
..Think before you speak
..Have a sense of humor
..Be flexible and openminded
..allow for the making of mistakes

..Trust your pupils; believe they can, and will, learn
..Be patient with slow progress
..Trust your own adequacy
..Listen

DON'T

..Think you have lost face for admitting you are wrong
..Promise anything you are not able to carry out
..Judge by appearance
..Take things for granted

..Be afraid
..Fail to seek help when you need it
..Listen to rumors

..Ridicule anyone for what you feel is a shortcoming

..Gossip

..Be passive
..Talk down to children
..Be too much of a pal to your students
..Be patronizing
..Tolerate name-calling
..Be afraid to respond to the affection of children

..Expect change all at once

THINGS I SAID TO MY CLASSES THAT DIDN'T WORK

1. I'm not going to ask you again to shut up!
2. If you don't start doing your homework, you'll stay with me until 4 o'clock and do it!
3. How many times do I have to tell you!
4. What do you mean you can't find it--it's in your book!
5. If you don't get busy, I'll just give you some more work.
6. Read the chapter and answer the questions at the end of the chapter.
7. No wonder you don't do well on tests.
8. We'll talk about that later.
9. That's a stupid question.
10. OK--you can have the last 35 minutes for a study hall if you'll be quiet.
11. Don't ask that--I went over all that yesterday.
12. John, that's why you are failing. Why can't you do the problems like everyone else in here.
13. Everyone will now read one paragraph of the chapter outloud to the class. Be sure and follow in your book.
14. Get to work.
15. I won't repeat it again--get it from someone else.

THERE ARE MANY MORE!

SEVEN BASIC ATTITUDES FOR UNDERSTANDING HUMAN DEVELOPMENT

1. Teachers should be people-centered people. We need to look for such people and to encourage them to enter the teaching profession. We will find them in homes and in schools where human values are stressed.

2. Teachers need to be interested in why people behave as they do. We need to be constantly asking. How do you get that way? Observation of the insights and activities of students of all ages convinces us that everything we do has a cause. This understanding will help teachers to reserve judgement in condemning the activities of students, to eliminate fear as a motivating device, and to strive for the development of a willingness and a desire to behave in the desired way.

3. Teachers should feel satisfaction from pupil growth, no matter how slowly this growth takes place. There is a need for broadening our concept of what growth comprises in order to secure this satisfaction. Satisfaction comes from looking at the positive aspect of growth. Teachers need to emphasize success, what children can do well, and blend it with the things they have yet to learn. In this connection it should be recognized that growth takes time. It cannot be forced. We may have to wait three months to get a smile from a student. Children have often learned to trust adults.

4. Teachers should experience excitement and enthusiasm in the individual differences of children. Children should be accepted for what they are, realizing at all times that each child must play his own role. The slow-learning child has something to offer to the fast-learner. Some children may be brilliant but slow in their mental pace. Parents learn to manage the individual differences of children; teachers must learn this, too.

5. Teachers need an awareness of faith in the processes of development. We need to know what is "normal" development so that children and particularly adolescents, don't get into trouble just for being normal. It is important to recognize that when eleven-year old boys won't dance with the girls in the class that this is a natural behavior for their age level. We ought to know that when a fifteen-year old girl locks her door she is not rejecting adults.

6. Teachers need to enjoy boys and girls. "We find too many people too serious too much of the time." We don't laugh together unless we believe in each other. It is important, and it is fun for the teacher to enjoy the crude humor of the adolescent.

7. Teachers need to develop an over-all attitude of "loving objectivity. This means being objective in evaluating the behavior of the child and adolescent. Every child brings all of his experiences with him to school. The child's behavior at school and on the playground is a reflection of all his past. The teacher should realize that most of the annoying behavior of children is not directed against the teacher, but rather the bringing of his feelings and past experience to the present scene.

MINIMAL FUNCTIONAL VOCABULARY FOR HIGH SCHOOL

WILSON'S ESSENTIAL VOCABULARY*

Adults only
antidote

beware
beware of the dog
bus station
bus stop

caution
crossed
combustible
contaminated
condemned

deep water
dentist
Don't walk
do not cross, use tunnel
Do not crowd
Do not enter
Do not inhale fumes
Do not push
Do not refreeze
Do not shove
Do not stand up
Do not use near heat
Do not use near open flame
doctor (dr.)
down
dynamite

elevator
emergency exit
employees only
entrance
exit only
external use only

fallout shelter
fire escape
fire extinguisher
first aid
flammable
found
fragile

gasoline
gate
gentlemen

handle with care
hands off
help
high voltage

in
inflammable
information
instructions

keep away
keep closed at all times
keep off (the grass)
keep out

ladies
lost
live wires

next window (gate)
no admittance
no checks cashed
no credit
no diving
no dogs allowed
no dumping
no fires
no loitering
no fishing
no hunting
no minors
no smoking
no spitting
no swimming
no touching
no trespassing
not for internal use
noxious
nurse

office
open
out
out of order

pedestrians prohibited
poison
poisonous
police station
post no bills
post office
posted
private
private property
pull
push

safety first
shallow water
shelter
smoking prohibited
step up (down)

taxi stand
terms cash
thin ice
this end up
this side up

up
use before (date)
use in open air
use other door

violators will be prosecuted
walk
wanted
warning
watch your step
wet paint
women

all cars (trucks) stop
ask attendant for key

beware of cross winds
bridge out
bus only

caution
construction zone
curve

danger
dangerous curve
dead end
deer (cattle) crossing
detour
dim light
dip
do not block walk
Do not enter
drifting sand
drive slow

emergency vehicles only
end 45
end construction
entrance
exit only
exit speed 30

falling rocks
flooded
floods when raining
four way stop
freeway

garage
gate
go slow

hospital zone

inspection station

Junction 101 A
Keep to the left (right)

lane ends
last chance for gas
left lane must turn left
left turn on this signal only
left turn only
left turn o.k.
look
listen
look out for the cars (trucks)

m.p.h.
mechanic
men working
merge left (right)
merging reservation

next no left turn
no parking
no passing
no right turn
no right turn on red light
no smoking area
no standing
no stopping
no turns
no "U" turns
not a through street
one way-do not enter
one way street

pavement ends here
parking
playground proceed at your own risk
private road
put on chains

R.R.
railrod crossing
restrooms
resume speed

right lane must turn right
road closed
road ends

school stop
school zone
slide area
slippery when wet (frosty)
slow down
slower traffic keep right
speed checked by radar
steep grade stop
stop ahead
stop for pedestrains
stop when occupied
stop motor

this lane may turn left
this road patrolled by aircraft

three way light (stop)
turn off mile (1/2)
turn off
traffic circle
truck route

unloading zone
use low gear

watch for flagman
watch for low flying aircraft
winding road

yield
yield right of way

Corlett T. Wilson. "An Essential Vocabulary."
Reading Teacher, Nov., 1963, pp. 94-96 Vol. 17

THE DOLCH BASIC SIGHT VOCABULARY

Easier 1110

a	brown	funny
after	but	get
all	by	go
an	call	going
and	can	good
are	cold	green
around	come	had
as	did	he
ask	do	help
at	down	her
away	eat	here
be	fly	him
before	four	I
big	red	walk
black	round	was
if	run	we
in	said	when
into	see	white
is	saw	who
its	she	will
jump	six	yellow
just	sleep	yes
like	so	you
little	some	your
long	soon	
look	stop	
make	ten	
me	that	
my	the	
myself	they	
no	this	
not	three	
of	to	
old	today	
on	too	
one	two	
or	under	
out	up	
play	ran	
pretty	from	

Harder 110

about	clean	five
again	could	found
always	cut	full
am	does	give
any	done	goes
ate	don't	got
because	drew	grow
been	drink	has
best	eight	have
better	every	hold
both	fall	hot
bring	far	how
buy	fast	hurt
came	find	keep
carry	first	wash
kind	read	well
know	right	went
laugh	say	were
let	seven	where
light	shall	which
live	show	why
made	sing	wish
many	sit	with
may	small	write
much	start	would
must	take	work
new	tell	
never	thank	
now	their	
off	there	
once	these	
only	think	
open	those	
our	together	
over	try	
own	upon	
pick	us	
please	use	
pull	very	
put	went	

WHAT EVERY TEACHER SHOULD KNOW---BUT DIDN'T KNOW WHAT TO ASK

Every teacher, whether first year or a veteran, needs to know the answers to some vital questions. Questions that will keep you out of serious trouble, and questions that will make your teaching more effective. Below you will find several questions that every teacher should know, but maybe didn't know what to ask:

Question: Should I ask questions?
Answer: It is better to ask and be thought a fool, than not to ask and remain a fool.

Question: How should I plan my activities for the first day?
Answer:
1. Be yourself---do not try to impress the students with a personality you do not like. Be sure to have your name room number, and daily schedule on the board.
2. Plan twice as much materials as you think you will need.
3. Plan activities so that you won't be talking all day.
4. Wear comfortable clothes and broken in shoes.
5. Plan activities to involve the children in decorating the room.
6. Establish and orient your students to the class rules.
7. Organize your classroom duty charts.

Question: Where do I get my class teaching materials?
Answer: Contact your team leader or department chairperson, but do ask. Chances are the very supplies you need are already on hand.

Question: How do I improve my teaching skills?
Answer:
1. Identify and listen to the better teachers in your school. They will get glad to help if you are willing to ask.
2. Ask about staff development courses in your county.
3. Watch for Teacher Center bulletins about great workshops---full of wonderful ideas.
4. Keep a file of a bulletins and publications dealing with teacher performance, classroom discipline, etc. You never know when this file will save you hassles.

Question: How do I operate all of the following machines:
1. thermofax - makes dittos and stencils from originals
2. ditto machines - makes multiple copies
3. laminating machine - covers materials in plastic
4. opaque and overhead projector - transparencies, group reading blow up pictures in order to trace.

Answer: Ask your media specialist, secretary, or team leader. If all else fails, ask you county office for instructions. But do learn to use them---and use them correctly.

Question: How do I handle a parent conference?
Answer:
1. Make sure that parents know the exact date, time, and place conference is to be held.
2. Have all facts pertaining to student in front of you.
3. Discuss the problem the student is having---do not attack his personality.
4. State positive attributes of the student as well as those issues necessitating the conference.
5. Have a definite plan of action for improvement.
6. Have a time limit for follow up evaluation.
7. Do not discuss (nor allow the parents to discuss) other students.
8. Have a time limit for the conference.
9. If you know the conference is getting out of hand, simply request another conference be set up with principal and guidance counselor.

Question: What is the procedure for attendance?
Answer: Ask your principal or secretary, but in attendance as in all other number reports you must do (such as lunch count)---be accurate. In checking attendance for the state register, make sure that absentees + present = total student enrollment.

Question: How important is it to keep an accurate class roll?
Answer: It's embarrassing to be asked if "Joe Smith" was absent on September 12, and you can't tell because you didn't check roll that day. This, as in all record keeping, must be accurate.

Question: How do I learn the school policies? (field trips, discipline, etc.)
Answer: Ask your media specialists for your system's policy book---and by all means MAKE TIME to read it. Teachers have been fired because they didn't do this.

Question: Should I be concerned with state accountability guidelines?
Answer: Yes, if you want to keep your certificate. (See resource guide or call your personnel office if you have questions.)

Question: What help can I get from the central county office?
Answer: When you call or stop by the county office, be sure to identify yourself by name and school. Remember the names of the people to whom you talk. These will be good contacts when you have future questions about insurance, paychecks, bulletins for teachers, certification update, etc.

Question: How do I get ideas to stimulate my students and me?
Answer: Come to your Teacher Center---you will get loads of ideas and enthusiasm (plus you will save a lot of time and money).

Question: How do I keep the receipt book?
Answer: See your bookkeepper or secretary.

Question: How do I get non-teaching supplies?
Answer: See your custodian---make him your friend and remember him at Christmas.

Question: Is it important to have good relations with all staff members?
Answer: Yes---sometimes you will need a favor and it's easier to get it from a friend.

Question: Do the samework standards apply to a teacher as in the business world?
Answer: Yes---you'll need a good recommendation sometimes, and good work habits are the same regardless of where you work.

Question: How do I learn my student's names?
Answer: Name tags, place cards on the student's desks, and seating charts. But whatever you do, learn to call each student by his/her name. It is important in discipline and establishing good relationships from the first day of school.

Question: Should I be concerned about initial relationships with children?
Answer: Yes---you need to have their respect as a friend, but they do not need you to be a pal. There is a difference.

Question: What is the schedule for lunch, p. e., music, etc?
Answer: See your team leader, group chairperson, or department head, but all these time matters must be established before your class arrives on the very first day.

Question: How important is it to have a good relationship with my neighbor teacher?
Answer: It is essential to have someone nearby to fill you in on school traditions and internal politics. Many of the school's unwritten (and supposedly understood) policies will get you into trouble if you do not take time to ask about them---ahead of time.

COMPETENCIES AND INDICATORS

COMPETENCY I: PLANS INSTRUCTION TO ACHIEVE OBJECTIVES.

Indicator 1. Specifies or selects learner objectives for lessons.

Indicator 2. Specifies or selects teaching procedures for lessons.

Indicator 3. Specifies or selects content, materials, and media for lessons.

Indicator 4. Specifies or selects materials and procedures for assessing learner progress on the objectives.

Indicator 5. Plans instruction at a variety of levels.

COMPETENCY II: ORGANIZES INSTRUCTION TO TAKE INTO ACCOUNT INDIVIDUAL DIFFERENCES AMONG LEARNERS.

Indicator 6. Organizes instruction to take into account differences among learners in their capabilities.

Indicator 7. Organizes instruction to take into account differences among learners in their learning styles.

Indicator 8. Organizes instruction to take into account differences among learners in their rates of learning.

COMPETENCY III: OBTAINS AND USES INFORMATION ABOUT THE NEEDS AND PROGRESS OF INDIVIDUAL LEARNERS.

Indicator 9. Uses teacher-made or teacher-selected evaluation materials or procedures to obtain information about learner progress.

Indicator 10. Communicates with individual learners about their needs and progress.

COMPETENCY IV: REFERS LEARNERS WITH SPECIAL PROBLEMS TO SPECIALISTS.

Indicator 11. Obtains and uses information about learners from cumulative records.

Indicator 12. Identifies learners who require the assistance of specialists.

Indicator 13. Obtains and uses information from co-workers and parents to assist with specific learner problems.

COMPETENCY V: OBTAINS AND USES INFORMATION ABOUT THE EFFECTIVENESS OF INSTRUCTION TO REVISE IT WHEN NECESSARY.

Indicator 14. Obtains information on the effectiveness of instruction.

Indicator 15. Revises instruction as needed using evaluation results and observation data.

COMPETENCY VI: USES INSTRUCTIONAL TECHNIQUES, METHODS, AND MEDIA RELATED TO THE OBJECTIVES.

Indicator 1. Uses teaching methods appropriate for objectives, learners and environment.

Indicator 2. Uses instructional equipment and other instructional aids.

Indicator 3. Uses instructional materials that provide learners with appropriat practice on objectives.

COMPETENCY VII: COMMUNICATES WITH LEARNERS.

Indicator 4. Gives directions and explanations related to lesson content.

Indicator 5. Clarifies directions and explanations when learners misunderstand lesson content.

Indicator 6. Uses responses and questions from learners in teaching.

Indicator 7. Provides feedback to learners throughout the lesson.

Indicator 8. Uses acceptable written and oral expression with learners.

COMPETENCY VIII: DEMONSTRATES A REPERTOIRE OF TEACHING METHODS.

Indicator 9. Implements learning activities in a logical sequence.

Indicator 10. Demonstrates ability to conduct lessons using a variety of teaching methods.

Indicator 11. Demonstrates ability to work with individuals, small groups, and large groups.

COMPETENCY IX: REINFORCES AND ENCOURAGES LEARNER INVOLVEMENT IN INSTRUCTION.

Indicator 12. Uses procedures which get learners initially involved in lessons.

Indicator 13. Provides learners with opportunities for participating.

Indicator 14. Maintains learner involvement in lessons.

Indicator 15. Reinforces and encourages the efforts of learners to maintain involvement.

COMPETENCY X: DEMONSTRATES AN UNDERSTANDING OF THE SCHOOL SUBJECT BEING TAUGHT.

Indicator 16. Helps learners recognize the purpose and importance of topics or activities.

Indicator 17. Demonstrates knowledge in the subject area.

COMPETENCY XI: ORGANIZES TIME, SPACE, MATERIALS, AND EQUIPMENT FOR INSTRUCTION.

Indicator 18. Attends to routine tasks.

Indicator 19. Uses instructional time effectively.

Indicator 20. Provides a learning environment that is attractive and orderly.

COMPETENCY XII: DEMONSTRATES ENTHUSIASM FOR TEACHING AND LEARNING AND THE SUBJECT BEING TAUGHT.

Indicator 1. Communicates personal enthusiasm.

Indicator 2. Stimulates learner interest.

Indicator 3. Conveys the impression of knowing what to do and how to do it.

COMPETENCY XIII: HELPS LEARNERS DEVELOP POSITIVE SELF-CONCEPTS.

Indicator 4. Demonstrates warmth and friendliness.

Indicator 5. Demonstrates sensitivity to the needs and feelings of learners.

Indicator 6. Demonstrates patience, empathy and understanding.

COMPETENCY XIV: MANAGES CLASSROOM INTERACTIONS.

Indicator 7. Provides feedback to learners about their behavior.

Indicator 8. Promotes comfortable interpersonal relationships.

Indicator 9. Maintains appropriate classroom behavior.

Indicator 10. Manages disruptive behavior among learners.

COMPETENCY XV: MEETS PROFESSIONAL RESPONSIBILITIES.

Indicator 1. Works cooperatively with colleagues, administrators, and community members.

Indicator 2. Follows the policies and procedures of the school district.

Indicator 3. Demonstrates ethical behavior.

Indicator 4. Performs extra-instructional duties.

COMPETENCY XVI: ENGAGES IN PROFESSIONAL SELF-DEVELOPMENT.

Indicator 5. Participates in professional growth activities.

Indicator 6. Shares and seeks professional materials and ideas.

COMPETENCY 1: PLANS INSTRUCTION TO ACHIEVE OBJECTIVES.

Indicator 1. Specifies or selects learner objectives for lessons.

Indicator 2. Specifies or selects teaching procedures for lessons.

Indicator 3. Specifies or selects content, materials, and media for lessons.

Indicator 4. Specifies or selects materials and procedures for assessing learner progress on the objectives.

Indicator 5. Plans instruction at a variety of levels.

COMPETENCY 1, Indicator 1. SAMPLE OBJECTIVES

SENTENCE STRUCTURE

1. Given rows of words, the student will be able to draw a circle around the word that stands for a person.

2. Given pronouns in sentences, learner can select the alternatives that name the antecedent of the pronoun.

3. Given sentences with _____ missing and three alternatives for each, the learner will choose the word that tells how something was named, done, looked, etc.

4. Given sentences, the learner can identify the _____ in each.

DICTIONARY USE

1. Given a list of words, the student will identify the dictionary guide word for each.

2. Given a list of words characterized by possessing several meanings dependent upon pronunciation, the student will pronounce each word in such a way that all the possible meanings are revealed.

PHONETIC SYMBOLS & RESPELLINGS

1. Given words written in dictionary symbols, the learner will be able to choose the word that shows how each word is spelled.

2. Given an isolated word which is spelled phonetically and three alternatives, the student will be able to choose the word which is spelled phonetically.

3. Given words with vowels underlined, the learner will choose the symbol that stands for the sound of the underlined letter(s).

STUDY SKILLS REFERENCE (SPECIAL)

1. Given any diagram with an incomplete information chart, the student will interpret the diagram by completing the missing information on the chart.

2. Given a map, the student will use its legend and key to identify and factual information it contains.

3. Given any graph, the student will identify the type and its meaning.

4. Given a list of books, the learner will locate each one in the card catalog of his school library.

CHECKLIST FOR EVALUATING OBJECTIVES

Performance

1. Does the objective contain a statement of the required student behavior?

Performance Conditions

2. Does it contain a statement of each of the following types of conditions (if applicable)?

   A. Range of problems which the student is expected to handle.

   B. Equipment, tools, aids and references which the student may or may not use.

   C. Special environmental conditions in which the student has to perform.

Acceptable Performance

3. Does it contain a statement of each of the following types of standards required of the student's performance (if applicable)?

   A. Time limit.

   B. Permitted tolerance (accuracy) for the student's responses.

   C. The proportion or percentage of correct responses required.

A CATEGORIZED "SHOPPING LIST" OF VERBS USEFUL IN MAKING OBJECTIVES MORE PRECISE

SIMPLE TASKS

attend
choose
collect
complete
copy
count
define
describe
designate
detect
differentiate
discriminate
distinguish
distribute
duplicate
find
identify
imitate
indicate
isolate
label
list
mark
match
name
note
omit
order
place
point
provide
recall
repeat
select
state
tally
tell
underline

STUDY SKILLS

arrange
attempt
categorize
chart
cite
circle
classify
compile
consider
diagram
document
find
follow
formulate
gather
include
itemize
locate
map
organize
quote
record
relate
reproduce
return
search
signify
sort
suggest
support
underline
volunteer

ANALYSIS SKILLS

analyze
appraise
combine
compare
conclude
contrast
criticize
deduce
defend
evaluate
explain
formulate
generate
induce
infer
paraphrase
plan
present
save
shorten
structure
switch

SYNTHESIS SKILLS

alter
change
design
develop
discover
expand
extend
generalize
modify
paraphrase
predict
propose
question
rearrange
recombine
reconstruct
regroup
rename
reorganize
reorder
rephrase
restate
restructure
retell
rewrite
signify
simplify
synthesize
systemize

GENERAL APPLICATIONS

Arts and Crafts:

assemble
blend
brush
build
carve
color
construct
crush
cut
dab
dot
draw
drill
finish
fit
fix
fold
form
frame
grind
hammer
handle
heat
illustrate
make
melt
mend
mix
mold
nail
paint
paste
pat
position
pour
press
procedure
roll
rub
sand
saw
sculpt
sew
shake
sharpen
sketch
smooth
stamp
stick
stir
trace
trim
varnish
wipe
wrap

Drama:

act
clasp
correct
cross
direct
display
emit
enter
exit
express
leave
move
pantomime

pass
perform
proceed
respond
show
start
turn

Language:

abbreviate
accent
alphabetize
argue
articulate
capitalize
edit
hyphenate
indent
outline
print
pronounce
punctuate
read
recite
speak
spell
state
summarize
syllabicate
translate
type
verbalize
write

Mathematical:

add
bisect
calculate
check
compound
compute
count
derive
divide
estimate
extrapolate
extract
graph
group
integrate
interpolate
measure
multiply
number
plot
prove
reduce
solve
square
subtract
tabulate
tally
verify

Music:

blow
bow
clap
compose
conduct
finger
harmonize
hum
mute
play
pluck
practice
sing
strum
tap
whistle

Physical:

arch
bat
bend
carry
catch
chase
climb
coach
coordinate
critique
float
grip
hit
hop
jump
kick
knock
lift
march
perform
pitch
run
score
skate
ski
skip
somersault
stand
stretch
strike
swim
swing
throw
toss

Science:

calibrate
compound
connect
convert
decrease
demonstrate
dissect
graft
grow
increase
insert
lengthen
light
limit
manipulate
nurture
operate
plant
prepare
reduce
remove
replace
report
reset
set
specify
straighten
time
transfer
weigh

Social:

accept
agree
aid
allow
answer
buy
communicate
compliment
contribute
cooperate
disagree
discuss
excuse
forgive
greet
guide
help
inform
interact
invite
join
laugh
lend
meet
offer
participate
permit
praise
react
relate
serve
share
smile
supply
talk
thank
volunteer
vote

FOR YOUR OWN ENTRIES

COMPETENCY I, Indicator 4
COMPETENCY II, Indicator 9

EXAMPLES OF DAILY PROGRESS EVALUATIONS
(from a low level 4th grade social studies unit on Switzerland.)

Day 1 - Life in Switzerland (Landscapes)

Day 2 - Chalets

Day 3 - Oral Questions

Day 4 - Homework - Swiss Homes and Jobs

Day 5 - Swiss Food, Clothing, Language and Holidays

Day 6 - A. End of Unit Test
Map of Switzerland
Life in Switzerland
B. Sample assessment of attitudes of learners
What Did I Learn About Switzerland
C. Sample of Individual Learner Progress on Specific Objectives
My Checklist - Life in Switzerland

****

Day 1

Life in Switzerland
Landscapes

Put an X beside everything that is true about the land and climate in Switzerland.

_____ The land is very beautiful.

_____ All the land is flat.

_____ There are mountains, valleys, lakes, and rivers in Switzerland.

_____ Switzerland is cold all year.

_____ The Alps are in Switzerland

How does the land affect the people in Switzerland? 1) Mountains, 2) Valleys, 3) Lakes, 4) Rivers.

What is the weather like and how does it affect the people?

Day 2 Chalets

A Swiss home is called a _____.
They usually have: 1.
2.
3.
4.
5.

****

Day 3 Oral Questions

1. How are Swiss homes different from American homes?
2. What is a Swiss home called.
3. What does a chalet look like?
4. Name the most famous or popular jobs that the Swiss hold.
5. Describe the chocolate industry.
6. Describe the way Swiss cheese is made.
7. What did you think was interesting about the watch-making industry?
8. If you would choose between these three jobs, which one would you do and why?

****

Day 4 Homework - Swiss Homes and Jobs

1. Why is Swiss chocolate delicious?
2. How is Swiss cheese made?
3. What is special about Swiss watches?
4. Would you like to live in a chalet? Why or why not?

****

Day 5 Swiss Food, Clothing, Language and Holidays

1. If we all went to Switzerland, what would we eat for dinner?

	on Monday?	on Sunday?
2. How did we make fondue?	1.	
	2.	
	3.	

3. What other foods are famous in Switzerland?
4. Put an X by the four languages spoken in Switzerland. _____ American
_____ Dutch _____ French _____ German _____ Italian _____ Latin

5. Describe or draw a picture to show how the Swiss people celebrate Christmas.
6. How is raclette made?
   1.
   2.
   3.
7. True or False? Swiss people always wear fancy clothes.

****

Day 6 End-of-Unit Test

Objective: Each child will be able to compelte the test with 90% accuracy.

The test will be given on Monday, November 20.

Evaluation: Same as objective.

The test will consist of:

1. A copy of a ditto of the map of Switzerland. Each child will locate, draw, and label the following:
   a. Bern
   b. The Rhine River
   c. The Lake of Geneva
   d. The Alps
   e. The Jura Mountains

   These words will be listed on the board.

2. The ditto of Life in Switzerland.

Map of Switzerland (to be given to each child)

Life in Switzerland

1. _____ is the capital of Switzerland
2. Name one country that borders Switzerland. _____
3. Name one mountain or group of mountains that we studied. _____

Choose one of the following questions to answer:

4. Describe the weather in Switzerland and tell how it affects the people.
5. Describe the landscape and tell how it affects the people.

Draw lines from the word to its meaning.

1. Chalet	a. Cheese that has holes in it.
2. Fondue	b. Swiss home
3. Raclette	c. Cheese melted above a fire and eaten on a potato.
4. Swiss Cheese	d. Dip bread into this

Draw or describe two of the following:

1. Christmas in Switzerland
2. Swiss clothing
3. A chalet

Name four jobs people do in Switzerland

True or False? 1. Swiss people eat meat during the week. 2. William Tell shot an apple off his son's head.

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What Did I Learn About Switzerland?

The most interesting thing I learned about in social studies was _____....

Check one and answer why or why not.

___ Yes, I would like to live in Switzerland. Why?

___ No, I would not like to live in Switzerland. Why not?

My teacher made learning about Switzerland: ___ Very interesting ___ Interesting
__ Boring __ Very Boring

I learned __ alot, __ something, __ a little bit, __ nothing about Switzerland.

My Checklist
Life in Switzerland

Student Names	Obj 1	Obj 2	Obj 3	Obj 4	Obj 5	Obj 6	Obj 7	Obj 8	Obj 9	Obj 10	Evaluations					
											Day 1	Day 2	Day 3	Day 4	Day 5	Final
Jones																
Smith																
Camp																
Day																
Free																
Lamb																

Teacher may keep Master Checklist. Student may keep individual list with only his name in left hand column.

II. VARIETY OF MATERIALS

A. What is the evidence that students use library books in and out of class?

B. What is the evidence that reference books are available and used?
Encyclopedias
Atlases
Dictionaries
Supplementary tests
Others

C. What is the evidence that teacher-made materials are available and used?

D. What is the evidence that newspapers, pamphlets, and magazines are available and used?

E. What variations in levels of difficulty and interest are reflected in the materilas available?

F. What evidence indicates that a variety of audio-visual aids are used by teachers and pupils?
16mm films
35 mm filmstrips or slides
Phonograph records
Tape recording
Transparencies
Objects, models, and exhibits
Others

COMPETENCY II: ORGANIZES INSTRUCTION TO TAKE INTO ACCOUNT INDIVIDUAL DIFFERENCES AMONG LEARNERS.

Indicator 6. Organizes instruction to take into account differences among learners in their capabilities.

Indicator 7. Organizes instruction to take into account differences among learners in their learning styles.

Indicator 8. Organizes instruction to take into account differences among learners in their rates of learning.

COMPETENCY II, Indicator 6

THINKING - Students may

- PLAN
- ORGANIZE
- CLASSIFY
- COMPARE/RELATE
- ANALYZE--CRITICAL
- COMPARATIVE
- GENERALIZE
- SUMMARIZE
- INTERPRET
- INFER
- PREDICT
- HYPOTHESIZE
- FORMULATE
- COMPUTE
- INQUIRE
- ASSESS
- DIAGNOSE
- APPLY
- EVALUATE
- MEMORIZE
- CREATE

READING for purpose of

- skimming
- analysis-CRITICAL, COMPARATIVE
- UNDERSTANDING
  - ideas
  - events
  - conditions
  - relationships
  - sequence
- GENERAL REACTION
- IDENTIFYING
  - people
  - facts
  - ideas

DRAWING--Students may draw

- PICTURE
- DESIGN
- GRAPH
- CHART
- MAP
- CARTOON
- POSTER
- MURAL
- COMIC STRIPS

WRITING a/an

- THEME
- PLOT
- RESUME
- SUMMARY
- REACTION
- OBSERVATION
- RESEARCH PAPER
- STORY
- SKIT
- PLAY
- SONG
- POEM
- TELEGRAM
- HEADLINE
- QUIZ
- TEST
- SCRIPT (RADIO/TV)
- PROGRAM
- QUESTIONS
- REVIEW
- EVALUATION
- PROGRESS REPORT
- LOG-DIARY
- CRITIQUE
- GAME
- LETTER
- PANTOMIME

VIEWING-Students may view

- TELEVISION
- FILM
- FILMSTRIP
- SLIDES
- TRANSPARENCY
- PROJECTION
- OPAQUE
- PROJECTION
- PHOTOGRAPHS
- EXHIBITS
- DEMONSTRATION
- SITE (HISTORICAL)
- OBJECTS
- SPECIMENTS
- MODELS
- ART WORK
- DRAMA
- PANTOMIME

LISTENING-Students may listen to

- THE TEACHER
- CLASSMATES
- SPEAKER
- TV OR RADIO
- RECORD OR TAPE
- PANEL
- LECTURE
- ASSEMBLY
- DRAMA
- A STORY
- SYMPOSIUM
- DIFFERENT SOUNDS

OVER!!!!!!!

READING for purpose of

- ASCERTAINING
  - scope
  - sequence
  - variety
- DECIDING
  - likes
  - dislikes
- REVIEW
- REASONING

READING involving use of

- TEXTBOOKS
- NONFICTION
- FICTION
- GENERAL REFERENCES
- ENCYCLOPEDIAS
- MAGAZINES
- NEWSPAPERS
- PAMPHLETS
- MAPS
- TABLES
- BRAPHS
- CARTOONS

PRESENTING--Students may present

PANEL
SYMPOSIUM
MOCK TRIAL
MOCK TELECAST
PUPPET SHOW
SOCIODRAMA
ROLE PLAYING
CONTEST
PAGEANT
EXHIBIT
SKIT OR PLAY
PROGRAM ("WHO AM I?, ETC.)
DEMONSTRATION
RESOURCE PEOPLE
CHARADES
ILLUSTRATED TALK
PANTOMIME

COLLECTING--Students may collect

CLIPPINGS
OBJECTS
SPECIMENS
PICTURES
STAMPS
COINS
PHOTOGRAPHS
CARTOONS

CONSTRUCTING/MAKING--Students may make

MODEL
DEVICE
SLIDES
FILMS
CHARTS
TRANSPARENCIES
DITTO MASTERS
LIFTS
EXHIBIT
FILM STRIP
TIME LINES
SCRAPBOOKS
CLAYWORK/ARTWORK
CARTOONS
COMICS

SPEAKING--Students may

TELL
QUESTION
ANSWER
REPORT (EVENT, ETC.)
REVIEW (ARTICLE, BOOK, ETC.)
TAPE OR RECORD
BROADCAST (RADIO, TV)
DEBATE
ROLE PLAY
ACT A PART
IMPERSONATE
CONVERSE
BUZZ
DISCUSS

COMPETENCY II, Indicator 7

I. INTRACLASS GROUPING

A. What provision is made for flexibility of groupings for each pupil?
B. What evidence indicated that changes in groupings occur frequently?
C. How long do students remain in each group?
D. What shows that intraclass groupings are task oriented?
E. What evidence indicates that there are variations in the size and number of intraclass groups?
F. What incidents illustrate the amount of freedom students have in moving from one work station to another?

IEA/U.Ga.

Independent and Team Activities

1. Recreational reading in library books.
2. Reading texts in history, geography, or other subjects.
3. Practicing writing.
4. Practicing number work.
5. Re-reading story silently to answer comprehension questions written on board, presented in hectographed form, or presented in workbook exercise
6. Drawing to illustrate scenes from the story.
7. Playing independent, pair, or team educational games.
8. Putting jig-saw puzzles together.
9. Making posters.
10. Re-reading individually experience stories in class "book."
11. Working exercises in workbook.
12. Working reading exercises on hectographed sheets.
13. Working arithmetic exercises on hectographed sheets.
14. Teaming up for practice in oral reading.
15. Writing a new ending to the story.
16. Summarizing the story.
17. Reading silently to dramatize story.
18. Reading silently to prepare for oral reading.
19. Three or four children reading silently or orally with pupil leader.
20. Dictionary exercise.
21. Finger painting or clay work.
22. Research type of reading in encyclopedias and other reference books.
23. Making puppets or other objects for later specific use in reading.
24. Reading in supplementary reader.
25. Additional reading activities in materials such as Reader's Digest Reading Skill Builders.
26. Reading silently to locate descriptive sentences.
27. Reading silently to answer thought questions placed on board.

Guides for Independent Activities

1. Activities are of educational value.
2. All children have something constructive to do at all times.
3. Teacher gives brief but clear instructions to children when activities call for instruction.
4. Children know possibilities for additional activities when they finish what they are doing.
5. Activities of those working independently do not interfere with teacher's work with group which is going on at that time.
6. Teacher plans in advance for activities.
7. Plans are changed when situation warrants a change.

Pupil Preferences and Learning Styles
Teacher-Pupil Interview Schedule

John B. Bouchard
Daniel Bauman
Madan Mohan
State University College at Fredonia, New York

Pupil's Name ..... Age .....
Homeroom ..... Date .....

Instructions

Your answers to the questions below will help your teachers know you better and help them in planning some of the things you do in school. The first three questions ask you to tell us what you like and dislike and why. The other questions ask you to check answers that you think best tell how you feel about certain things. Since all of the information is important, please answer every question.

1. If you could spend most of your time in school doing *one* thing, what would it be? Why?

Write your choice below	Tell Why
.....	.....
.....	.....
.....	.....

2. What things do you do in school only because you *have* to?

Write these below	Tell Why
.....	.....
.....	.....
.....	.....

3. What out-of-school hobby or interest do you enjoy very much?

Write these below	Tell why you enjoy it
.....	.....
.....	.....
.....	.....

Special Instructions for the Rest of the Questions

Below is an example of how to answer the rest of the questions you will be asked:

When you break a rule, do you think the teacher should: (✓) one

( ) treat you like anyone else who breaks the rule?

(✓) treat you in different ways if there are reasons

1 *Never or almost never* happens
2 *Happens once in a while*
3 *Often* happens
4 Happens *most of the time*

How often does this happen? Circle *one*.

1 (2) 3 4

COMPETENCY II

Indicator

The pupil's answer (✓) shows that he feels pupils who break rules might be treated in different ways if there are reasons and his answer (2) shows that this happens *once in a while*.

Now answer each question on the left by checking (✓) *one* blank and each question on the right by circling *one* of the numbers: 1 2 3 4

4. Do you work best: (✓) *one*

( ) by yourself?
( ) in a small-sized group?
( ) in a class-sized group?
( ) with the teacher?

4. How often does this happen? Circle *one*.

1 2 3 4

5. When you work with others:

(✓) *one*:

a. ( ) Do you give more than others?
( ) Do you get more than others?

5. How often does this happen?

a. Circle *one*:

1 2 3 4

(✓) *one*:

b. ( ) Are you a talker?
( ) Are you a listener?

(✓) *one*:

c. ( ) Do you work with the group?

( ) Do you disturb the group?

6. When you have trouble learning something, do you like to: (✓) *one*

( ) Try to work it out by yourself?
( ) Get help from a friend?
( ) Get help from your parents?
( ) Get help from the teacher?

7. When you get work to do, do you like best: (✓) *one*

( ) To have the teacher tell you exactly what she wants?
( ) To have some choice in what to do?

8. Do you turn in your assignments: (✓) *one*

( ) On time?
( ) Late?

b. Circle *one*:

1 2 3 4

c. Circle *one*:

1 2 3 4

6. How often does this happen? Circle *one*:

1 2 3 4

7. How often does this happen? Circle *one*:

1 2 3 4

8. How often does this happen? Circle *one*:

1 2 3 4

9. When you turn in your work, is it: (✓) *one*

( ) Accepted by the teacher?
( ) Returned to be done over?

10. Where do you like to study best: (✓) *one*

( ) In the classroom?
( ) In the library or resource center?
( ) Some place by yourself?
( ) At home?

11. When you make a report, do you like best to: (✓) *one*

( ) Give it orally?
( ) Write it?
( ) Make a tape?

12. How do you like to learn best: (✓) *one*

( ) Reading about something?
( ) Listening to someone else?
( ) Watching movies or a filmstrip?
( ) Watching someone do it?
( ) Trying to do it yourself?
( ) Preparing to teach someone else?

9. How often does this happen? Circle *one*:

1 2 3 4

10. How often do you study there? Circle *one*:

1 2 3 4

11. How often do you do this? Circle *one*:

1 2 3 4

12. How often do you do this? Circle *one*:

1 2 3 4

13. How do you remember things best: (✓) *one*

( ) By memorizing?
( ) By rereading?
( ) By rewriting?
( ) By discussing it with others?
( ) By putting the material in your own words?

13. How often do you do this? Circle *one*:

1 2 3 4

14. Do you most like to: (✓) *one*

( ) Stick with an assignment until it's done?
( ) Work a little and leave it to do something else?

14. How often do you do this? Circle *one*:

1 2 3 4

15. If you compare yourself with other pupils, do you think you are most like: (✓) *one*

( ) Fast learners?
( ) Learners who need more time?
( ) About in between?

15. How often do you feel this way? Circle *one*:

1 2 3 4

16. When you take a test, do you expect: (✓) *one*

( ) A high mark?
( ) A low mark?
( ) A mark in between?

16. How often do you get the mark you expect? Circle *one*:

1 2 3 4

17. When you take a test, do you find it: (✓) *one*

( ) Hard?
( ) Easy?
( ) In between?

17. How often do you feel this way? Circle *one*:

1 2 3 4

18. When your work is checked, do you like best: (✓) *one*

( ) To have the teacher check it while you are working?
( ) To have the teacher mark your paper when you turn it in?
( ) To mark your own paper while the teacher gives the answers?

18. How often does this happen? Circle *one*:

1 2 3 4

19. When you do something especially well, you would best like: (✓) *one*

( ) A high mark?
( ) Having the teacher tell the class how well you did?
( ) Having your friends tell you how well you did?
( ) Getting a reward such as a prize or money?
( ) Just knowing about it yourself?
( ) Getting free time to do what you would like to do?
( ) Having your parents be proud of you?

19. How often does this happen? Circle *one*:

1 2 3 4

20. Who do you think should make the rules: (✓) *one*

( ) Teachers and principals?
( ) Pupils, teachers, principal?
( ) Pupils?

20. How often does this happen? Circle *one*:

1 2 3 4

21. How do you best like classrooms? (✓) *one*

( ) When the teacher is strict?
( ) When the teacher is not strict?

21. How often is your classroom this way? Circle *one*:

1 2 3 4

22. Do you best like a classroom: (✓) *one*

( ) Where you always work at your own desk?
( ) Where you have some freedom to move around?

22. How often is your classroom this way? Circle *one*:

1 2 3 4

23. Do you best like to work in a classroom: (✓) *one*

( ) Where you wait until you are told what to do?
( ) Where you can start or change your work by yourself?

23. How often is your classroom this way? Circle *one*:

1 2 3 4

24. When you get homework, do you feel: (✓) *one*

( ) It is too hard?
( ) It is easy?

24. How often is your homework this way? Circle *one*:

1 2 3 4

25. When you get homework, do you feel: (✓) *one*

( ) Too much is expected?
( ) It is necessary?

25. How often is your homework this way? Circle *one*:

1 2 3 4

COMPETENCY II, Indicator 6, Indicator 7, Indicator 8

Received from Dr. Marian Franklin UNC-G
Enrichment Activities California State College at Hayward Division of Education

Construct a chart on the plot of a story student visualizes the main and subplot of a novel and indicated how events of importance are produced as these subplots meet or converge.
Have character in different books meet either in writing or in person.
Conduct correspondence between characters in story.
Modernize characters in story.
Make puppets of story characters.
Make cardboard dolls dress them as book characters.
Make clay modeling of story characters and settings.
Peep shows of scenes from favorite books.
Make models of characters or incidents to stimulate the imagination in respect to certain stories.
Draw picture strips to show the step in a plot.
Make diagrams to illustrate books.
Do written report of a favorite book design a book jacket that will attract others to read it.
Auction books by telling successively more tantalizing events in a plot but not reaching the climax.
Have the children to try to sell the book to other classmates by reading orally an interesting part. Vote by hands to see who would like to read the book.
Prepare a list of favorite books.
Encourage personal libraries. Write for lists of paperbacks.
Plan assembly for Book Week.
Design posters for Book Week.
Read or tell stories to younger children.
Write a story-card. Picture is on card-child writes story about it.
Give story action on the flannelboard.
Write unfinished story to be completed by others.
Detective approach. Read a story up to a certain point. Close the book and have children discuss or write endings. Complete the story and compare the endings with the author conclusion.
Make literary maps or friezes.
Make a reading wheel list stories read in proper section novel biography play.
Read stories from different countries draw large maps identify story with country.
Make a study of the writings of contemporary authors Nobel and Pulitzer Prize winner, Caldecott, Newberry, Award winners.
Make a time chart of biographies read by classmates.
Write letters of appreciation to authors of plays, novels, poems, and magazine articles.
Prepare calendars of American poets or writers and then choose selections to read on the birthday of each individual.
Collect biographical and anecdotal material about outstanding people in the world of literature drama and journalism.
Gather biographies of not so well known historical person.
Write autobiographies.
Charts showing different types of literary materials read. Various devices to show reading done by the individual add a sequent to a bookworm after each book read.
After reading or listening to recordings of Kiplings Just So stories have children write similar stories. Make booklets of these.
Scrapbooks of illustration and summaries of stories.
Plan a program of folklore. Include folk tales, fairy tales, tall tales, legends, fables and myths.
Write imaginatively the life of an historical character or person living in a particular period.

Read stories connected with curriculum. Swiss stories, Indian stories, etc.
List overused words write substitute words.
Classify words in textbook glossary.
Keep an individual vocabulary of words encountered in outside readings list on 3 x 5 cards classify words.
Collect words that are new to our language.
Write a story of an English word.
Trace the derivation of a word.
Contrast between an autoded vocabulary and some new terms coming into use due to new discoveries and inventions.
Devise vocabulary lists interesting or unusual words.
Write commercials select words that sell.
Evaluate crossword puzzles built around words in spelling science or social studies.
Analyze words to familiar songs and rhymes.
Evaluate the technique of propaganda in the media of communication emotional appeal words.
Make own Thesaurus.
Be responsible for a word of the week display select interesting words illustrate if possible give important information about it.
Make a large dictionary of words pertaining to special topics.
List words that describe children's feelings as they look at a picture or describe the picture character's feelings.
Study American dialect.
Devise new games give instruction and direct the game.
Plan demonstration (science experiments cooking, etc.)
Organize quiz programs.
Lead class discussion using class formulated discussion guidelines.
Listen to broadcast on discussion of current world affairs report to class.
Write description of the work of the class for a class record or scrapbook.
Develop choral speaking and reading. One child may conduct.
Read difficult material to summarize for class.
Read further in area studies by class at a higher reading level.
Extended reading may be done if for example a class in studying Norway.
Do research on quotations and proverbs.
Do research on history of handwriting.
Document research using bibliographies footnotes and quotations.
Devise outlines.
Locate and report on material connected with the curriculum science Prehistoric animals with murals and technical names.
Write letters requesting free or inexpensive materials on topics being studied or of special interest.
Locate and read to the class current information connected with a class discussion.
Analyze pictures having fine expression of human emotions stressing joy and happiness.
Express orally or in written form own feelings about music paintings, etc.
Write and interpret figurative and idiomatic expression as my thoughts were miles away.
Convert a given series of incidents into a comic strip.
List how typographical aids are use in a story or poem.
Write original captions for magazine cartoons.
Write sentences about pictures using metaphors and similies analogies personification
Scrutinize illustrations from magazines for possible plot structure select illustration which suggests a variety of stories (humor adventure mystery)
Evaluate resource books and stories.
Collect and study the various styles of business letters commonly used and rate them according to criteria developed with the teacher.
Review and select worthwhile radio and TV programs to see and hear.

Prepare classroom book display for special occasion holidays.
Write about a family trip trace route on map.
Keep a diary.
Learn to type use a self-instruction manual.
Write limericks.
Arrange a hobby exhibit.
File and compile illustrative pictures.
Browse in library.
Serve as school guide.
Be a librarian's aide.
Conduct interviews with resource people.
Survey community resources for field trip.
Visit community libraries and learn to use them.
Study local folklore.
Investigate and report on local events.
Prepare original stories based on local events.
Arrange a reading exhibition or demonstration for parents.
Organize a reading fair for the community or school.
Trace family tree read about history of nationalities in our background.
Help plan and organize a lending library of classmates' own books.
Publish a class or school newspaper.
Select a paragraph from a favorite story and rewrite the paragraph changing the vocabular without changing the meaning.
Practice what is seen when a teacher selected passage is read.
Describe what is seen when a teacher selected passage is read.
Write on the board the man ran into the street. Have the children draw a picture of what they see.
Telegram technique pressure several paragraphs which become increasingly difficult and have children express main ideas as a telegram.
Have factual materials prepared and read. Ask youngsters to take notes or note main points.
One youngster selects and read newspaper clipping. Those listening write the headlines.
Listen to recordings of poetry or prose Jack Lesters A Yarn from Pecos Bill. Casey at the Bat. Discussion on the Quality of the oral reading.
Practice in expressive oral reading after the above listening activities.
Make tape recordings of childrens reading with specific purpose in mind.
Oral reading of play:
After practicing group will read play to class.
After practicing group will read play in back of room adding sound effects.
Write and prepare play for assembly.
Make puppets and give play following story they have read or from original script
Poetry contest. Have several children prepare and read poems one author. After the complete reading the class may vote on their favorite poem. This is an everyone close their eyes and vote by raising hands.
Have children read poetry and choose a favorite to illustrate with water colors.
Biographies of poets.
Poetry of local authors.
Selecting or organizing pictures to illustrate poetry.
Collecting poetry.
Write and read original poems.
Reread a poem several times having children listen for various purposes.
Write music to original or selected poems.
Memorize poems of special interest.
Collect picture illustrating homonyms.

COMPETENCY II, Indicator 6

SUGGESTIONS FOR " MISFITS " : WHAT TO DO WHEN THE ASSIGNED TEXT DOESN'T FIT THE ASSIGNED STUDENT

1. Independent reading (select a related book at a lower or higher level to read)
2. Select a worksheet (Have a variety available which deal with related problems or skills at lower and higher reading levels.).

3. List a series of tasks relating to the assignment on the board. Allow the students to choose one or more as alternatives to assigned reading. Possible tasks follow in other suggestions.

4. Have students read the assignment with"partners". Try to pair your " misfit " with a student whose reading level matches the text. Do <u>not</u> insist that they actually read together, but only work together to understand the assignment.

5. Ask the student to write creatively on a topic within the assignment.

6. Have the student view a filmstrip on or related to the assigment. As with the rest of these related assignments, he will have a unique perspective to contribute to the subject as a result.

7. Have student/ students compile a scrapbook relating to what is being studied.

8. Create an activity box containing cards which list and give directions for supplementary assignments. Let student select one that appeals to him.

9. Have student listen to/ and or make a tape recording in some way related to the assignment.

10. Give him the reading instruction he may need while the class is working in small groups. Do this in such a way as to minimize embarrasment to the student who is a poor reader. Don't isolate and thereby attract attention to his problem.

11. Assign him to create a mural or bulletin board.

12. Ask him to clip newspaper and magazine articles realted to the subject.

13. Assign him one question in the chapter to find the answer to: this will minimize his volume of reading and maximize his understanding.

14. Let him work on puzzles, games, etc. which relate to the subject.

15. Give him reinforcing assignments which he can grade himself on the vocabulary and key concepts of each chapter. These can be used by all students for review.

16. Drill, drill, drill use of the SQ3R study technique with all students to improve understanding of text.

17. Make sure he can demonstrate what he knows. Be sure to teach test-taking techniques.

Follow these suggestions and you will have other teachers asking you for the secret of your success with problem readers. Tell them !

COMPETENCY II, Indicator 6 and Indicator 8 Grades 1 - 12

PERTINENT FACTS HELPFUL IN DEALING WITH THE RELUCTANT READER

Facts	Implications for teaching
1. Over one-half of our language is communicated by listening. This is a skill which must be learned before other learning can proceed.	1. Provide purposeful listening experiences.
2. Poor readers are not all mentally retarded. Many reading problems have social, environmental, physical, and emotional origins.	2. Utilize diagnostic tests, student personnel records, and consultations to determine a course of action for the individual student.
3. A reader forced to compete at a rate beyond his capability often produces reactions destructive to further learning.	3. Select materials suitable to the level at which the reader may achieve success. Evaluations must allow for some success.
4. Slower mental development limits one's ability to think in abstractions.	4. Play the student's program so he can experience acceptance, security, love and freedom for creativity, and accomplishment.
5. The slow learner has limited ability to use past experiences to which he can relate present problems. This limits his ability to solve problems.	5. Do not assume past experiences are part of the student's learning. Teach skills in situations where they are to be used.
6. A slow learner is easily distracted by extraneous stimuli.	6. Eliminate causes of distraction. Have materials readily available and avoid instructions to large groups.
7. The slow learner will achieve success through simple instruction.	7. Teacher a single skill at a time. Show student what is to be learned. Help him. Have him use the skill in a practical situation.
8. A slow learner tends to repeat errors.	8. Try to prevent errors.
9. A slow learner tends to have word incomplete.	9. Have short-term, attainable goals. Usually patience and guidance are required of the teacher.
10. A reluctant reader may be a dropout or high school terminal student.	10. Try to prepare suitable experiences related to the student's goals (job related skills, discriminatory reading, and role playing in job and family life situations).
11. Psychological factors must be considered when determining reading interests of students. a. Consider the personality of the students. (Seventy percent of retarded readers show personality maladjustment and usually exhibit defensive attitudes toward authority.)	

b. Choose reading which appeals to the age level. (Studies show no significant differences of age interests among students of varying reading ability.)

c. Study of the student's reading problem.

d. Include the strong environmental factors usually operating as you evaluate the problem.

12. Teacher attitude of genuine interest will set the stage for bringing student and book together.

13. A student cannot become interested in a book if he will not find it in the school library.

b. An interest inventory is recommended.
Observed reading habits of students.

c. Use reading tests.

d. Consider family and community background of interests and reading habits.

12. Come to class armed with books. Present tantalizing scenes and hand out books to those interests. (Books at hand are much more interesting than those far off in the library.)

13. Know what is available in school and town library. It may be necessary to start a room collection or to enlist the aid of the community Students may be encouraged to start a paperback bookstore, or to participate in teenage book clubs.

Reading interests can be fostered or stifled in the classroom. Studies of accelerated secondary classes of students with wide reading interests have revealed the following facts of special interest to the teacher of reluctant readers.

Of Negative Value

a. Book reports (inquisitorial technique).

b. Intensive study of types of literature and facts about author's lives.

c. Listening for main ideas in paragraphs.

d. Analyzing and memorizing of teacher-selected poetry.

e. Keeping a vocabulary notebook.

Of Positive Value

a. Group of panel discussions.

b. Teacher-student conferences.

c. Debates.

d. Reading aloud.

e. Choral reading.

f. Listening to related tapes and records.

g. Listening to related radio and TV.

h. Seeing related films and filmstrip.

i. Engaging in role playing and dramatization.

FROM THE BOOK: High Interest - Easy Reading for Junior and Senior High School Reluctant Readers

By: Raymond C. Emery and Margaret B. Houshower

Published by: National Council of Teachers of English

Using test results

Tests given merely for the sake of determining the grade of a pupil are not valid. The purposes of testing should be broader: to evaluate teaching as well as to evaluate learning. Thus, tests should be carefully graded and the results studied.

The following procedures must always be part of the testing program; without them examinations would lose validity:

1. Test questions should always be gone over to give the class an opportunity to find out what their mistakes were and to learn the correct answers.

2. Unless there are rules to the contrary, it is preferable for pupils to see their papers after they are graded.

3. Test scores should be recorded. As indicated previously, "progress" charts should be kept, either personal ones individually by each child, or a class progress chart.

4. Where an examination reveals general weaknesses by most children in a class, "re-teaching" is necessary even after a "final" examination.

5. Follow-up procedures should be established by the teacher on the basis of scores made on tests. The following suggestions may be helpful:

   (a) All papers should be marked in order to prepare for the next day's lesson.

   (b) Make an error chart to determine what problems should be taken up with:
   the class as a whole
   small groups

   (c) Errors made by most of the members of the class should be taken up first.

   (d) The class should be broken up into small groups for remedial work and drill work on specific errors relating to each group (very important in mathematics classes and reading groups).

   (e) Children with few or no errors should do enrichment work or act as a coaching team (especially with math, reading and foreign language groups).

6. In determining the final mark, the following factors should be considered, not often adequately tested by written examinations:

   attitudes
   appreciations
   work habits.

COMPETENCY III: OBTAINS AND USES INFORMATION ABOUT THE NEEDS AND PROGRESS OF INDIVIDUAL LEARNERS.

Indicator 9. Uses teacher-made or teacher-selected evaluation materials or procedures to obtain information about learner progress.

Indicator 10. Communicates with individual learners about their needs and progress.

COMPETENCY IV: REFERS LEARNERS WITH SPECIAL PROBLEMS TO SPECIALISTS.

Indicator 11. Obtains and uses information about learners from cumulative records.

Indicator 12. Identifies learners who require the assistance of specialists.

Indicator 13. Obtains and uses information from co-workers and parents to assist with specific learner problems.

COMPETENCY IV, Indicator 12

WHAT OBSERVING TELLS YOU

1. AGRESSIVE BEHAVIOR: Direct attack: grabbing, pushing, hitting, pulling, kicking, name-calling; Destroying property: smashing, tearing, breaking.
2. NEGATIVE ATTENTION-GETTING BEHAVIOR: Annoying, bothering, whining, loud talking (unnecessary), attention-getting aversive noise-making, belittling, criticizing.
3. MANIPULATING AND DIRECTING OTHERS: Manipulating, bossing, commanding, directing, enforcing rules, conniving, wheedling, controlling.
4. RESISTING AUTHORITY: Resisting, delaying, passive-aggressive behavior; pretending to conform, conforming to letter, not spirit; defensive cking.
5. SELF-DIRECTED ACTIVITY: Productive working; reading, writing, constructing with interest; self-directed dramatic play (with high involvement).
6. PAYING RAPT ATTENTION: Listening attentively, watching carefully; concentrating on a story told, a film being watched, a record played.
7. SHARING AND HELPING: Contributing ideas, interests, materials, helping; responding by showing feelings (laughing, smiling, etc.) in audience situations; initiating conversation.
8. SOCIAL INTERACTION: Mutual give and take, cooperative behavior, integrative social behavior; peers studying or working together.
9. SEEKING SUPPORT, ASSISTANCE OR INFORMATION: Bidding or asking teachers or peers for help, support, sympathy, affection, etc., being helped.
10. FOLLOWING DIRECTIONS PASSIVELY AND SUBMISSIVELY: Doing assigned work without enthusiasm or great interest; submitting to requests; answering directed questions; waiting for directions as directed.
11. OBSERVING PASSIVELY: Visual wandering; watching others work; checking on noises, movements, activities of adults or peers.
12. RESPONDING TO INTERNAL STIMULI: Daydreaming, sleeping, rocking, fidgeting.
13. PHYSICAL WITHDRAWAL OR AVOIDANCE: Flight, moving away, hiding; avoiding transactions by movement away or around.

VISUAL TRAINING: CHECKLIST

An alert classroom teacher will have much evidence that a child is having visual problems. Among the most common observable indicators which are readily picked up in the classroom are these:

( ) Unusual fatigue or restlessness after maintaining visual concentration

( ) Complains of letters or lines "running together" or "jumping around"

( ) Complains of blur while reading or writing

( ) Blinks excessively

( ) Frowns, scowls, or squints

( ) Holds book closer than normal

( ) Moves head while reading

( ) Covers or closes one eye

( ) Avoids close work

( ) Has short attention span

( ) Tilts head to one side

( ) Rubs eyes frequently

( ) Rests head on his arm when writing

( ) Assumes improper or awkward posture while reading or writing

( ) Thrusts head forward or backward while looking at distant objects

( ) Turns one eye in or out at anytime; cannot converge

( ) Excessive tearing of the eyes, frequent styes, reddened eyes or lids

( ) Headaches in forehead or temples

( ) Slowness in all schoolwork; unusual awkwardness

( ) Complains of seeing double

( ) Repeatedly omits "small" words

( ) Slowness in copying from the chalkboard; or makes errors in copying from reference books to notebook

( ) Large pupils in normal light

( ) Excessive squinting from bright light

( ) Poor eye-hand coordination

( ) Writes crookedly; work is poorly spaced

( ) Uses finger or marker to guide eyes

( ) Skips words or sentences

( ) Rereads lines or phrases

( ) Confusion of similar words

( ) Says words aloud or moves lips; reads too slowly

( ) Misalians both horizontal and vertical series of numbers

( ) Repeatedly confuses right-left directions

( ) Fails to recognize same word in next sentence or different book

( ) Comprehension poorer as reading continues to loses interest quickly; poor ability to remember what is read

INDICATIONS FOR POSSIBLE HEARING LOSS

III. Common Complaints

A. Earache or pains in areas immediately adjacent to ears
B. Ear is stopped up
C. Tinnitis (ringing sounds in the ear)
D. Vertigo (dizzyness)
E. Nausea
F. States: Hears but doesn't understand what is being said.
G. States: All of a sudden couldn't hear (overnight, etc).
H. Can hear better when can see you.

IV. Common Behaviors

A. Inattention
B. Request for repetition
C. Turning and/or cocking of the head
D. Leaning forward as if to hear better
E. Interrupting an ongoing conversation
F. Inability to discern one voice from another when two or more are present
G. Inability to localize to sound
H. Withdrawal from group activities when hearing is essential to participation.
I. Poor, delayed or no speech
J. Very visual
K. Vocalizations are either very loud or very soft

1. with inability to monitor vocal intensity
2. only capable of monitoring vocal intensity for short periods of time.

L. Number confusion

1. i.e.: 50 for 60, 15 for 16, etc.

M. Better and most appropriate responses obtained when child is facing and near you then when when child is not.

EXCERPTS FROM CLASSROOM PERSONALITIES BY:
EMERY STOOPS

The Agressive Child

The agressive child may:

Look for trouble.
Want his own way.
Be on the defensive.
Blame others.
Fight, hit, and pick on other children.
Bully.
Be quarrelsome.
Disrupt class and the routine procedurs.
Steal and lie.
Destroy property.
Be resentful, defiant, rude, sullen or insolent.

Try This

Keep him busy.
Give him big muscle activities.
Give simple but definite standards of conduct.
Let him take his spite out on modeling clay.
Give him physical work such as pounding nails, sawing boards.
Hold conferences with him and his parents.
Give him leadership responsibilities.
Reprimand as necessary but do so in private.
Attempt to "reach" him or make friends with him.
Take up problems with principal.
Don't allow him to disrupt entire class.

Things to Remember

Improvement will urually be slow. Be calm and patient.
His parents may not recognize the problem.
Even though improvement is shown, there will be set backs.
Arguing will not solve the problem.
Be sure his actions are not just "normal" misbehaving.
Remember that fighting may give a child some immediate relief for his pent-up anger or emotions.
Think over your own feelings and actions toward him.

The Restless or "Nervous" Child

Symptoms

The restless or "nervous" child may:

Be tense and easily upset.
Pull or twist his hair.
Bite his pencil; pick his nose; bite his fingernails; tap his desk; swing his feet constantly.
Display tics of various sorts.
Cry easily.
Rock back and forth or shuffle his chair.
Be constantly on the move--never quiet.
Want to get frequent drinks, or go to the lavatory.
Wander aimlessly around the room.

Try this

Visit home and talk with both parents.
Praise him often; give him a sense of achievement and confidence.
Ask him some question that you know he "knows".
Be genuinely friendly.
Overlook some of his minor failings.
Encourage him to develop a skill in which he can excel.
Show him that you trust him.
Investigate his physical and health conditions.
Be quiet and calm in working with him.
Seek professional advice from skilled guidance counselors.

Things to remember

Tenseness in the teacher can often times cause tenseness in children.
It doesn't help to embarrass him.
The teacher and pupils should not stare at his habits or mannerisms.
The teacher must accept and like the child.
He should not be forced to do things which are too difficult.
An interest in a story or class assignment is good therapy.
The cause may be glandular.

The Consistently Disobedient Child

Symptoms

The consistently disobedient child may:

Be impolite or insolent.
Talk back.
Pay no attention nor follow directions.
Be the "I dare you type."
Be unhappy, worried, hungry.
Want his own way.
Rebel against all authority.
Want punishment to gain attention to himself.

Try This

Hold a conference with parents.
Separate him from his followers.
Give him special jobs and responsibilities.
Let him help build group standards.
Develop an understanding with him.
Encourage him to talk out his problems.
Help him make his own decisions.
Give him a snack in mid-morning or mid-afternoon.
Refer his problem to a guidance worker.
Have him write an autobiography. (This may give some clues to his problem)
Avoid ultimatums.

Things to Remember

Punishment is not necessarily the answer.
This kind of child often has a following.
He may try to rationalize his actions by giving "reasons" for his difficulty.
Rejection will not help.
Reprimanding in public may aggravate the condition.
If you threaten, you may have to deliver.
Constant admonitions weaken authority.
Misbehaving to some extent is normal.
You are condemning the disobedience, not the child.
Always be fair.
Try to build a trusting relationship.

The Dishonest Child

Symptoms

The dishonest child may:

Take things from other children or from teacher.
Steal even though he doesn't need the stolen article.
Lie when is caught.
Cheat in tests.
Lack of respect for property.
Put his name on paper others have finished.
Hide things in his desk which he has taken.

Try this

Remove temptations.
Visit home; learn history of child.
Show child that you still trust him, but do not condone dishonesty.
Discuss his problem with him.
Arrange the classroom seating so that you can easily observe him.
If he lacks food, arrange free school lunches.
Make him return anything he has stolen.
Set standards of honesty and truthfulness for the class.

Things to remember

Most children steal or lie at one time or another.
Try to understand why the child did what he did.
Stealing and lying may be signs of something more important.
He should not "get away" with dishonesty or stealing.
The word "steal" or "lie" should be avoided when discussing his behavior with him.
It is not good to publicize his problem.

The Emotionally Upset Child

Symptoms

The emotionally upset child may:

Feel insecure.
Be fearful--worried.
Have a chip-on-shoulder attitude.
Fail in school with no apparent reason.
Have emotional blocks to learning.
Know something one day and forget it the next.
Not respond unless he thinks he is right.
Have a negative attitude.
Imagine he is ill when nothing is wrong.
Dislike school.

Try This

Investigate his health condition.
Investigate his intelligence to determine whether he can do the work expected of him.
Let him express his emotions.
Give him an opportunity to release his tensions.
Give him physical activities: batting balls, driving nails, walking, running.
Provide interesting books and magazines on a wide variety of topics.
Give him tools to use.
Appoint a classmate to work with him and help him.
Let him express himself in music and rhythms.
Provide science equipment and encourage him to perform experiments.
Arrange for him to go home near the end of the day.
Give him a chance to rest.
Talk to parents for clues.

Things to Remember

Emotionally upset children need to release their tensions and express their emotions.
Holding emotions in may further aggravate his problem.
A fight may release his emotions.
Emotional upsets have causes--physical? mental?
The principal can help.
Psychologists may be available.

The Socially Maladjusted Child

Symptoms

The socially maladjusted child may:

Have poor attendance.
Be sullen and unhappy.
Say he hates school.
Be indifferent and inattentive.
Fail for no apparent reason.
Achieve less than his ability indicated.
Not be able to take defeat in a game.
Feel "picked on."
Be jealous.
Roam around the room and not stay in his seat.
Not be accepted by others.
Lack a sense of humor.
Fight rather than let others win an argument.
Brag about himself.

Try This

Find out the cause of the maladjustment.
Give him an opportunity to work with others in small groups.
Attempt to get him to talk his problem out when something bothers him.
Encourage him to improve his social relationships.
Help him understand his family and peers.
Have him write about, "Myself", "My Home", "My Classmates".
Get him interested in games and group activities.
Relate his difficulties to specific situations, not generalities.
Investigate his physical health condition.
Refer to the guidance department.
Help him with self-evaluation.
Give him a position of leadership in a social group.
Reassure him that he is wanted.
Use a sociogram to determine his relationships with the class.

Things to Remember

Improvement will be slow.
He will need patient and persistent effort on your part.
He may develop aggressive or withdrawing traits.
Changes in behavior take place in nibbles.
Rejection will retard his improvement.
It is wise to talk with the nurse and psychologist.

The Withdrawn Child

Symptoms

The withdrawn child may:

Be sullen, unhappy, worried.
Avert eyes or ignore questions.
Withdraw at one time more than at another.
Think his ideas are not worth much.
Have difficulty expressing himself.
Have a tense posture.
Have a deadpan or vacant expression.
Show surges of hate, fear, affection, or anger.
Daydream.
Have poor relationships with other children or adults.
Have short attention span.
Quit difficult tasks early.
Keep in background--sit in back of room.
Be easily upset, hurt, or discouraged.

Try This

Give him help in developing a skill that others will praise.
Make situations as pleasant as possible for him.
Avoid friction with him or with his parents.
Refer to a mental health clinic in severe cases.
Arrange for him to work with one or two individuals before moving him into large group situations.
You and the class accept him as a friend.
Help him do something simple and specific, then report it to the class.
Give personal and class recognition to his work.
Have him take part in puppet plays, verse choir, reading groups.
Give him lots of love and affection.
See your school's helping teacher.

Things to Remember

Unpleasant situations will drive him further inward.
Some children are by nature quiet children.
If the child is emotionally disturbed, he is retreating from problems that seem entirely too big and too frightening for him.
The home can help, too.
Helping him to achieve is good therapy.
Your liking for him will draw him out.

COMPETENCY IV, Indicator 12

MOST COMMONLY NOTED BEHAVIOR PATTERNS

LEARNING DISABLED STUDENTS

1. Avoids work requiring concentrated visual attention
2. Unable to learn the sounds of letters
3. Often needs to have directions repeated
4. Can't correctly recall oral directions
5. Can't pronounce sounds of certain letters
6. I s slow to finish work (daydreams a lot)
7. Overactive
8. Tense or disturbed, twists hair, bites lip, must be excused often
9. Mistakes left and right
10. Poor drawings of diamcnd, wavy lines, man
11. Poor handwriting
12. Reverses and rotates letters and numbers
13. Does very poorly in written spelling tests
14. Loses place frequently when reading aloud
15. Omits more than one word out of ten when reading grade-level material aloud
16. Reads slowly, points at words, can't "sound out" words
17. Can't follow wirtten directions
18. Reading ability 3/4 year or more below peers
19. Trouble telling time, and arithmetic difficulties
20. Can't regulate own behavior as well as peers
21. Inconsistent, scatterbrained, excessively inconsistent
22. Seems bright in many ways but does poorly in school

Researched and Compiled by:
A. Jean DeVard, Ph.D.

COMPETENCY IV, Indicator 13

SUGGESTIONS FOR POSITIVE PHRASING

When conferencing with parents or writing statements on report cards, teachers should phrase statements positively, whenever possible.

Describe the child's unacceptable behavior. State what the child should do to change the unacceptable behavior to an acceptable standard. Discuss what YOU will do to help the child improve, discuss what THE CHILD should do to improve, discuss what THE PARENT can do to support both you and the child.

Here are some examples of problems, identified in a positive manner.

Lisa needs to complete her work on time.
Lisa needs work on cafeteria behavior.
Lisa should learn to work and play well with others.
Lisa needs to keep her desk neat.
Lisa needs to keep necessary materials (or Lisa needs to bring paper and pencil to school daily).
Lisa needs to be careful in her work habits.
Lisa should learn to control her talking.
Lisa needs to practice being a good listener.
Lisa should claim only her share of attention.
Lisa should use time in class constructively.
Lisa needs growth in self control.
Lisa needs to develop a positive attitude.
Lisa should return materials sent home.
Lisa needs to control her temper.

Here are some examples of suggestions for improvement involving parent, teacher and child.

Lisa will attend a motivation group with our counselor one day a week for 30 minutes. I will mark a motivation checklist for Lisa between counselor visits. Lisa will take the checklist home for Ms. Brown to sign. Please praise her success and arrange a reward when the checklist shows improvement.

Lisa needs to memorize basic addition and subtraction facts of numbers 1 - 20. At home work about 15 minutes daily on them. You may want to make flash cards, play "Concentration," use dice, dart boards, or egg cartons to vary the exercises. At school, Lisa will do some daily drills and be tested weekly on her progress. Please review the papers she brings home and chart her success.

Finally, it's always nice to close with a statement affirming the child's best qualities. Here are some examples:

Lisa seems to enjoy her work.
Lisa has tried very hard this grading period.
Lisa is a cooperative youngster.
It is a pleasure to work with Lisa.
Lisa has a delightful sense of humor.
Lisa is a leader among her peers.
Lisa is a very imaginative child.

Adapted from the Gwinnett County
Evaluation Handbook

COMPETENCY IV, Indicator 13

HANDLING ARGUMENTS AND OBJECTIONS
CONCILIATION

No one "wins" an argument. In fact, the "winner" frequently loses the respect, or even friendship of the "loser." Yet often you want to and should defend your ideas. Here are some ways to "arbitrate amicably."

1. The WAY you handle a controversial point, objection, or difference is very important.
2. Keep your MANNER calm, be pleasant, and don't raise your voice.
3. LISTEN first so you fully UNDERSTAND the other person's meaning.
4. Remember HIS ideas and HIS feelings are from HIS position and frame of reference. Always interpret HIS MEANING in this light.
5. Analyze the BARRIERS that cause differences. Then try to resolve them.
6. Avoid "frightening words" such as "disagree."
7. Never call the other person or his ideas "foolish," "ignorant," or "uninformed."
8. Look for AREAS OF AGREEMENT which can minimize controversial areas.
9. Use QUESTIONS rather than dogmatic statements.
10. Take up the SEQUENCE of answering his point this way:
    a. Listen attentively and hear him out.
    b. Ascertain the meaning of his point in relation to yours.
    c. Determine the extent of agreement between you.
    d. Restate his point and the part you wish to reply to.
    e. State your position firmly but with a CONCILIATORY attitude.
    f. Support your position with reasoning, explanation, evidence.
    g. Be persuasive.
    h. Sum up your position clearly and pleasantly.

CONFERENCE CHECKLIST

SCHOOL _____ GRADE _____
STUDENT _____ DATE _____
TEACHER _____ TIME _____

The method used in scheduling a conference can be a critical factor in the frequency of parent participation. In order to provide for maximum participation, a scheduling form soliciting convenient times for conferences is advisable. See the example which follows:

PARENT - TEACHER CONFERENCE
SCHEDULING FORM

Dear Parents:

In order to make conferencing convenient for you, I ask that you check and return the time which you would most likely be able to attend a conference concerning you child's progress in school.

_____ before school (8:00)

_____ after school (3:45)

_____ any time

You can expect another note finalizing your appointment in the next few days. I'm looking forward to talking with you.

The teacher should schedule conferences using the preferences indicated by parents. The teacher should write in the school name, grade, student's name, teacher's name, date, and time on the checklist. A communication similar to the following should be sent to the parent:

PARENT - TEACHER CONFERENCE
APPOINTMENT FORM

Date of Conference_____
Time_____
Student's Name_____
Teacher's Name_____

Please check, sign, and return to school.

_____ I will be able to attend this conference.

_____ I will not be able to attend this conference.

_____
Signature of Parent

Other conferences may preceed and/or follow your conference so promptness is important. Thank you.

TEN SUGGESTIONS FOR A GOOD PARENT-TEACHER CONFERENCE

1. Provide a relaxed atmosphere away from the teacher's desk which is a symbol of authority. Decide in advance what is to be discussed during the conference. Be familiar with the developmental characteristics of the age group you are teaching.

2. Have available: Conference Check List Progress Report Form Daily Papers Current Tests Skill Sheets (if available) Test Record Textbooks

3. Gear the talk to the parent's interest and avoid "technical" language at all cost. At the same time don't talk down to parents.
4. Don't let comments or comparisons of other children creep into the conversation.
5. Begin and end the conference with a positive and encouraging comment about the child and his or her school activities. Remember that parents love to hear about the "cute" things their children do or say.
6. Listen with enthusiasm. Try not to argue if a parent is upset. Control your facial expression of disapproval or anger. Your emotional reactions may be getting a message across in an unspoken way.
7. Be willing to agree with parents whenever possible. When the answer must be "No", take a long time to say it, and say it softly, without hostility.
8. Encourage parents to make suggestions to help their child overcome problem areas. Lead the discussion on methods of carrying out the suggestions.
9. Choose only one problem area to work on at a time. Provide parents with one-action step - one thing they can do at home to help their child overcome a particular problem you have been discussing. Select only the problem that can be corrected.
10. Be honest with parents about their children, but be diplomatic and tactful.

COMPETENCY V: OBTAINS AND USES INFORMATION ABOUT THE EFFECTIVENESS OF INSTRUCTION TO REVISE IT WHEN NECESSARY.

Indicator 14. Obtains information on the effectiveness of instruction.

Indicator 15. Revises instruction as needed using evaluation results and observation data.

COMPETENCY V, Indicator 14

ABOUT MYSELF. . .INTERMEDIATE LEVEL

My name is_____.

If I could change my name, I would be_____

I live_____

I am very_____

I get mad when_____

I just love to_____

When I am alone I_____

I'm sort of afraid of_____

I like to think about_____

If I could have three wishes, I'd ask for. . .

Most of my classmates_____

You should see our house when_____

I wish you could meet my _____

I hate_____

My father _____

At our house_____

On the way home from school I _____

I don't know why_____

Everyday, I_____

The worst thing that ever happened to me_____

I wish I knew_____

I hope someday I_____

Two things I would like to know about my teacher are_____

_____ and_____

COMPETENCY V, Indicator 14

ABOUT ME. . . PRIMARY LEVEL

My name is_____

I live_____

I like to_____

My friends_____

You should see my_____

I wish I could_____

My mother_____

School is_____

Sometimes, I think about_____

My favorite things are_____

We go_____

Teachers are_____

I hate_____

I am happy when_____

I feel afraid when_____

I like to play_____

Two questions I would like to ask my teacher are:

PUPIL AUTONOMY

A. What shows that pupils are exercising self-direction in carrying out assignments?
B. What evidence is there that pupils participate in short- and long-range planning of their own work? The work of the group(s)?
C. What evidence shows that pupils lead group activities?
D. What evidence shows that pupils are involved in finding and correcting their own errors.
E. What evidence shows that pupils are engaged in helping one another in constructive ways?
F. What evidence shows that pupils have some freedom to learn in unique ways and are held accountable for such learning?

DIFFERENTIATED ASSIGNMENTS

A. What shows that students are really interested in their assignments and the work of the class or subgroups?
B. What shows that pupils are individually stimulated and appropriately challenged by assignments?
C. What shows that pupils are actively engaged in a variety of activities that are purposeful and satisfying?
D. What indicated that there are significant variations in assignments made to individuals and small groups?
E. What shows that advanced-level or enrichment work is being undertaken by pupils?
F. What is the evidence that some assignments are based upon specific, diagnosed learning needs?

COMPETENCY V, Indicator 14, Indicator 15

TWENTY SELF-RATING QUESTIONS FOR TEACHERS

Answer "yes" or "no"

_____ Do I really care and let my students know?

_____ Do I really listen to my students and hear what they say?

_____ Am I there when my students need me - after class, after school, at home by the telephone?

_____ Do students bring their personal problems to me?

_____ Do I know all my students' names?

_____ Am I there to make each student feel important, rather than just to make myself feel powerful?

_____ Can I tell when a student is "up-tight" and respond to his feelings?

_____ Do I know my subject matter well enough to welcome all questions in class?

_____ Do I get my students to think instead of merely parroting back what I say?

_____ Is there an orderly climate for learning in my classroom?

_____ Do I emphasize learning more than discipline?

_____ Do I spend time with the slow learners who really need it, rather than "copping out" by concentrating on just the bright ones?

_____ Do I keep my students from getting bored or going to sleep in my class?

_____ Do all my students participate?

_____ Do I work my students and myself hard enough so we both end the year with a sense of accomplishment rather than merely a feeling of relief?

_____ Do I grade on learning, rather than on a like-dislike basis?

_____ Can I admit my own mistakes openly?

_____ Can we still be friends if one of my students disagrees with me and proves me wrong?

_____ Do students learn from my tests, instead of merely memorizing and then forgetting?

_____ Would my students characterize me as their best teacher?

Give yourself 5 points for every "yes" answer. Score above 75 and you're pretty good.)

COMPETENCY V, Indicator 14

I am trying to gather information about this class so I can plan activities that you will enjoy and will help you learn in a more effective way. Please answer all these questions carefully and be as specific and honest as you can. No one else will read this.

1. List three people in this class who you would like to work with in a small group.
2. List three people in this class who you would not like to work with in a small group.
3. Who do you think are the two students in this class who everyone else respects the most?
4. List the three things you enjoy doing most at school.
5. List three things you enjoy doing outside of school.
6. What is the most difficult thing for you to do in this class?
7. What is the easiest thing for you to do in this class?
8. List three things your teacher could do to make this class more interesting.
9. What are two things you could do that would make this a better class?
10. How do other people in this class feel about you?

(Give these back to the class or tear up in front of class to assure trust.)

COMPETENCY V, Indicator 15

TEACHING DIRECTED READING LESSON

ERD Student:_____ Date:_____

Publisher of Series:_____ Level of DRL:_____

Selection Taught:_____

Number of Pupils in Group:_____ Number of Sessions Used:_____

1. The "Preparing to Read" phase was:
2. The "Reading the Selection" phase was:
3. The "Exploring Language" phase was:

_____ unusually well done.
_____ well done,
_____ satisfactorily done.
_____ poorly done.

4. The "Regrouping for Individual Needs" phase was:
5. The reading level was:

_____ appropriate for all pupils.
_____ appropriate for most pupils.
_____ too easy for most pupils.
_____ too hard for most pupils.

6. Pupils appeared to be:

_____ interested throughout.
_____ interested most of the time.
_____ somewhat interested.
_____ bored most of the time.

7. Overall, the Directed Reading Lesson was:

_____ exceptionally good.
_____ very satisfactory.
_____ satisfactory.
_____ unsatisfactory.

Kindergarten End of Lesson Evaluation

Type of Group (Number, age, characteristics):
Materials used and source:
Apparent Learning Results:
Problems I had:
Problems Students had:

COMPETENCY VI: USES INSTRUCTIONAL TECHNIQUES, METHODS, AND MEDIA RELATED TO THE OBJECTIVES.

Indicator 1. Uses teaching methods appropriate for objectives, learners and environment.

Indicator 2. Uses instructional equipment and other instructional aids.

Indicator 3. Uses instructional materials that provide learners with approp iat practice on objectives.

COMPETENCY VII: COMMUNICATES WITH LEARNERS.

Indicator 4. Gives directions and explanations related to lesson content.

Indicator 5. Clarifies directions and explanations when learners misunderstand lesson content.

Indicator 6. Uses responses and questions from learners in teaching.

Indicator 7. Provides feedback to learners throughout the lesson.

Indicator 8. Uses acceptable written and oral expression with learners.

COMPETENCY VII, Indicator 2

RULES FOR SHOWING INSTRUCTIONAL FILMS

Some teachers are not aware of how much the viewing atmosphere can affect student response. If students understand the "whys" for the rules, their response is generally pleasing. When teachers believe that the film is important, the students beliefs are the same.

Rules:

1. All films should be previewed before they are shown. If the teacher is not convinced of the film's merits, the students will probably share the same opinion.

2. The room should be as dark as possible. Use what you have to in order to darken the room if AV curtains are not available, but darkness must be created.

3. Don't allow the students to socialize, eat, chew gum, rattle papers, etc. Don't talk yourself! Extend the rule to all visitors---principals included.

4. See to it that students do not put their heads down on their desks. Psychologically the effect of "heads down" can be negative. If one student appears inattentative, then maybe a student who is interested begins to wonder what is wrong with the other student. This negative psychological influence can defeat a reaction or even a discussion of the film afterwards.

5. Don't allow interruptions! Don't be afraid to put a sign on the door. Include on the sign: "Film viewing underway. Film began ____ and is scheduled to end at ____. Please do not interrupt unless absolutely necessary. Thank you." This simple device will prevent you and your students from having a learning experience destroyed. Plus it will save others (perhaps your principal) from being embarassed by accidently walking in on your film.

6. See to it that all students are viewing the film from the best possible position. Don't forget that the greater distance between the projector and screen, the larger the picture.

7. Make sure the projector is working properly before you start the film. An extra bulb should be on hand. Familiarize yourself with the projector's normal running sound so that you will be aware if abnormalties occur.

8. Make sure the film is properly cared for. Limit your handling of the print; finger prints will show through. Defects or damages should be reported to your audio-visual department for immediate repair.

9. Be aware of the date your film is due to be received and returned. Realize that someone else is depending on you. The eight helpful rules above add up to a big zero if each teacher does not follow the receiving and returning schedules.

10. HAPPY VIEWING!

HOW TO USE AN INSTRUCTIONAL TELEVISION PROGRAM

I. Before the telecast:
---consider physical outlay of the room, as well as light, air, angle of view, and seating
---make sure you are enthusiastic about the program
---state the purpose of the lesson
---ask a few introductory questions
---go oven any difficult vocabulary
---turn on the set

II. Telecast:
---take part in the program if activities are called for.
---watch children---set a good example
---take brief notes to guide follow-up discussion
---move around in classroom to control discipline
---quietly go to any behavior problems
---turn off set when program is over

III. Follow-up:
---clear-up any immediate questions on program
---do not re-teach lesson
---set up a regular time to evaluate student's comprehension of the program.

COMPETENCY VII, Indicator 7

AUDIO-VISUAL SUGGESTIONS

HOW TO USE FILMS FOR INSTRUCTIONAL PURPOSES:

I. Pre-film activity-instructor:
---plan and schedule ahead, select on basis of instructional objectives
---check equipment, screen, adequate spare reels, room darkening, ventilation
---preview and structure questions to be used with students before and after film film presentations, identify biases, factual inaccuracies, vocabulary level, dialect, locale, social era. Locate important sequences, authentic scenes and objects for students to note during showing.
---plan follow up: class activity, individual study, library resources, other related media.

II. Film presentation---equipment:
---set up equipment in advance if possible and dry-run
---thread carefully, adjust size of picture, avoid head level interference, check sound
---have student man light switch
---stay with projector during showing, turn off if trouble occurs
---rewind after class-if two films are to be shown, have spare reel handy
---note sequence: projector on, lamp on, sound up; at end of film lamps off, sound down, projector off.
---loop projector cord around table leg
---do not hand splice broken film with paper clips, scotch tape, etc.

III. Film presentation-student activity:
---avoid note-taking during showing unless special purpose
---no irrelevant materials at hand
---adjust seating before showing, not during

IV. Following film presentation---equipment:
---return film in correct container
---unplug all equipment
---report faulty equipment and material to media specialist or AV contact teacher

V. Following film presentation instructor-student activity:
---conduct followup period
---seek maximum individual student behavior response
---test evaluate
---provide instructional feedback to media specialist or AV contact teacher

COMPETENCY VII, Indicator 5

TEN TIPS FOR EFFECTIVE COMMUNICATION:

1. CLARIFY your IDEAS before communicating.
   Don't start talking 'til you've started thinking.
   Don't turn on the tap if there's nothing in the tank.
2. EXAMINE the TRUE PURPOSE of each communication.
   Ask yourself, "What do I want to accomplish?"
   Be specific.
   Explain clearly what action is desired.
3. CONSIDER the total PHYSICAL and HUMAN SETTING whenever you communicate.
   Be sensitive to the timing, circumstances and physical setting.
4. CONSULT with others. (See your ideas from other's POINT OF VIEW.)
   Let others share to care.
   Avoid assumptions.
   Get your facts and information clear.
5. Be mindful of OVERTONES as well as basic CONTENT.
   Watch the tone of your voice, your manner, your expression, your receptiveness to the response of others.
6. Take the opportunity to convey something of VALUE of HELP to the RECEIVER.
   Point up the benefits involved.
   Keep the focus on "You," the employee, not "I" or "Us" or "the company."
7. FOLLOW UP on your communication.
   Feedback is your receipt for understanding.
   Check to see how well you put your message across.
   Encourage reactions . . . ask questions.
   Make follow-up contacts to discover reaction.

8. Communicate for TOMORROW as well as today.
   Keep long range goals in sight.
   Remember people usually react negatively to change.
   Provide information that will install confidence rather than fear.
9. Be sure your ACTIONS SUPPORT your communications.
   Character is said to be the most effective agent of persuasion.
   Watch your actions and attitudes.
   Make sure your actions backup your words.
10. Seek not only to be UNDERSTOOD but to UNDERSTAND . . . BE A GOOD LISTENER!
    There's power in rapt attention.

Taking the fog out of communication . .

SEVEN STEPS FOR COMMUNICATING IDEAS EFFECTIVELY:

1. Draw out.	To reach the mind of another person, it is often necessary to draw him out, reserving interpretation until he has spoken for awhile.
2. Interpret back.	When the other person says something which can be interpreted several ways, offer your interpretation to him to see if it coincides with his. This does not mean merely repeating what he said. Say what you think he meant, and see if he agrees with this.
3. Present one idea at a time.	Don't parade a whole series of ideas before him. If you do, many of them will get lost. Encourage him to respond after you've presented an idea. For example, you could say, 'You may have thought of this yourself.'
4. Get acceptance of one idea before presenting another.	Again, elicit some reaction to your first idea before moving on to another. Give him a chance for reaction. Ask him what he thinks.
5. Be explicit.	Say what you mean as precisely as possible. The more explicit, the better. Whenever you can, give examples or analogies. Avoid generalization.
6. Be responsive to emotions.	Encourage expression. Whenever the other person expresses emotion, try to draw him out. Have empathy, express appreciation of the other person's feeling. Tell him you understand the way he feels when he shows anxiety or anger. Reassure - Again, reassure by drawing him out, by exploring causes of the problem. Praise; be generous with your praise. Give credit when due. Give encouragement. Compliment a job well done.
7. Give of yourself.	When you share your ideas and feelings with another person, he is motivated to respond in a similar manner. Therefore, giving of yourself results in getting richer communication from the other person.

FOLLOWING DIRECTIONS

Be careful of using commands such as:
- straighten your desk
- be polite, good, etc.
- get in line

The more specific and clearer you are with your students the better your students and class will perform.

TIPS

1. Don't assume
   Don't assume your students know what you mean when you give a general statement of "straighten your desks." Unless you explain your expectations their desks are straight in their opinion.
2. Break the task down into manageable parts
   Make sure the tasks you have asked are reasonable. If the task involves several steps divide the task into manageable parts depending on the grade level you are teaching or according to the abilities of the children to whom you are giving the directions.
3. Illustrate
   Illustrate how you want a task performed or completed. Make your expectations clear how you want boardwork, a ditto, a project, etc. completed. Review with the class on the board the various steps needed, what you mean by writing a problem nice and big in each box on their paper. This is especially important when you want a new procedure followed. Work through with the class an example paper following the new procedure. Tape the paper to the board if necessary so a student who has forgotten can go back and check when he/she begins his work at his seat.
4. Demonstrate
   Give multiple ways to solve problems. If this happens you do this or that. Have students roll play various problems and ask the children for solutions (guiding them in reasonable ones that they give). Some children are too shy to ask questions. If you let some students roll play or "walk through" the problem or directions other students often times can relate better. This also lessens the formality of your classroom. Number the various steps involved. For example:
   1) Put your name at the top of the yellow construction paper
   2) Cut out each of the words on the ditto
   3) Put the words in ABC order at the side of your desk
   4) Now paste each word in ABC order on your paper
   5) Check your work
   6) Bring your yellow paper with you when you are called to your reading group
5. Check
   If it is important to give directions, it is important enough to check and make sure they have been followed. Check with the student. "Did you do #1, #2, etc." If not review with child where he had a problem so the next time he will remember. He/she is there to learn. Throwing the paper, project, etc. in the basket does not accomplish anything except build anger, and frustration.
6. Reward
   Give positive reinforcement when a task has been followed as you have asked.
7. Expect to repeat
   Be patient and realize you will need to repeat. Always remember to ask for questions about the steps, procedures, how to do a problem, etc.
8. Review
   Constantly review procedures, etc. with your students. Ask a child to volunteer to review for the group procedures, steps, etc. you have given the group - or let the class participate in reviewing the various steps or procedures. Let them feel success in remembering. For example:
   Does everybody have to color? That's right. Color if you want to.
   Then where did I say put your paper?
9. Be consistent
   Think through or work through something before giving to class so changes won't have to be made.
10. Take time at the beginning
    Most importantly take time the first time you go through your directions or problems to explain each step so the student understands. This will save you many headaches and a great deal of time the rest of the year.

SIGNS AND SYMPTOMS OF FAULTY COMMUNICATIONS

Everybody wants to feel like "somebody"--and every time we violate this principle we create a breakdown in communication.

Communication is not only verbal ("I don't like the way you are looking at me"), but it is non-verbal communication when we omit "Good morning."

Effective communication is the lubricant that can prevent friction. Bad communication can, and does, cause our nervous systems to get fouled up, and we feel like exploding. Sometimes we do. Look out for trouble.

We have difficulty in making ourselves understood. We are aware when another's response doesn't satisfy us. His response doesn't show us he "got the message." We feel dissatisfied, sometimes rebuffed. He didn't respond to our FEELINGS. Relationships and communication begin in the "feeling" area.

How can we prevent a lack of relevant communication?

We have to show our interest in another--student, teacher, or whoever--by responding to the other as a person, first, and only secondly as a student or teacher. We must let him know we've HEARD him.

If Johnny hangs his head and says (whether in words or manner), "I just don't understand this," we could ask a question, "What is it that you don't understand, Johnny?" Or we could explain (again), "A different way of putting it would be to say. . ." Or we could interpret, "You might understand this better if you would listen more closely."

What we should do first is to show Johnny we do understand how he feels by paraphrasing his message and thereby indicating empathy: "Johnny, all of us feel badly when we do not understand some things. We don't like others to know we don't understand."

Don't deny his feelings to him; that doesn't make them disappear. Accept them. Let him know you know how he feels; then proceed with whatever teaching method may seem most appropriate.

We must recognize non-verbal communication. One yawn in a class may mean "no breakfast, possibly no supper, possibly malnutrition," or it may mean "not enough sleep, or too noisy and inadequate a place to sleep." Find out. Our students are in our care.

Are our voice tones quiet and pleasant? Are the words we have been using within their understanding? Should we switch to a different approach or subject? Or, have we shown a genuine interest in the students--individually and as a class--to let them know we want to help them, understand them, and be a guide in developing their abilities and their self-concepts?

We must not talk, tell, show, instruct, explain ALL the time. We must relate to our students. We must take the risk of showing our feelings, or exposing our ignorance, or expressing our need for help. How else does a person know what we are, what we feel, and what we need?

Communicate a belief in the student's ability to succeed. Concentrate on his successful experiences, in talking with him outside of and in front of the class. Let him feel our awareness of his successes. It will make him feel better, and he will be better able to succeed.

If a student has been "disciplined" and does not alter his behavior, it is failure in communication. We have not heard the message he communicates by his misbehavior; therefore, we have not responded to his need. Change, if necessary, from an authority/subordinate relationship to a person/person relationship.

Regardless of your feelings about what a child wants to say--and tries to say--HEAR HIM OUT. This release of feeling opens the way for receptiveness to your ideas --to communication.

"Sometimes the more we talk the less we communicate."

COMPETENCY VIII: DEMONSTRATES A REPERTOIRE OF TEACHING METHODS.

Indicator 9. Implements learning activities in a logical sequence.

Indicator 10. Demonstrates ability to conduct lessons using a variety of teaching methods.

Indicator 11. Demonstrates ability to work with individuals, small groups, and large groups.

COMPETENCY VIII,
Indicator 10

INDIVIDUALIZED INSTRUCTION

An instructional system is individualized when:

1. The characteristics of each student play a major role in the selection of objectives, sequence of study, choice of materials and procedures.

2. The time spent by each student in a given subject area is determined by his performance, rather than by the clock.

3. The progress of each student is measured by comparing his performance with his specific objectives rather than with the performance of other students.

Students:

1. Have available in writing the objectives toward which they are working.

2. Work toward a variety of objectives.

3. Use a variety of materials and procedures.

4. Move freely around the classroom.

5. Talk freely to each other about their work.

6. Pursue their objectives individually, with small groups of classmates or with their teachers.

Teachers:

1. Encourage students to have a variety of objectives.

2. Allow students to move from place to place, based on what it takes to achieve objectives.

3. Spend more time answering questions of individuals and small groups than lecturing to the entire class.

4. Encourage students to help determine the materials they work with and the procedures they follow.

Identification Card for Individualized Instruction developed by The Aerospace Education Foundation and the United States Office of Education National Laboratory for the Advancement of Education in 1968.

COMPETENCY VIII, Indicator 10 LEARNING CONTRACTS

A learning contract is an agreement between student and teacher. The contract topic may be chosen from any skills area, either social or academic.

A contract may be very simple or as complex as involving all the contract steps stated on the following page. However, every contract must state definite objectives and methods for accomplishing objectives to the satisfaction of the involved parties (i.e., student and teacher).

Writing a Student Contract

Think of a student contract as the student's copy of the teacher's lesson plan.

The major components of a student contract are

1. content classification
2. purpose
3. criterion performance
4. taxonomy
5. procedure
6. resources

Content Classification refers to the subject of the material to be learned. This component answers the question "What is to be learned?"

Purpose refers to the reason for learning the material. This component answers the question "Why is this to be learned?"

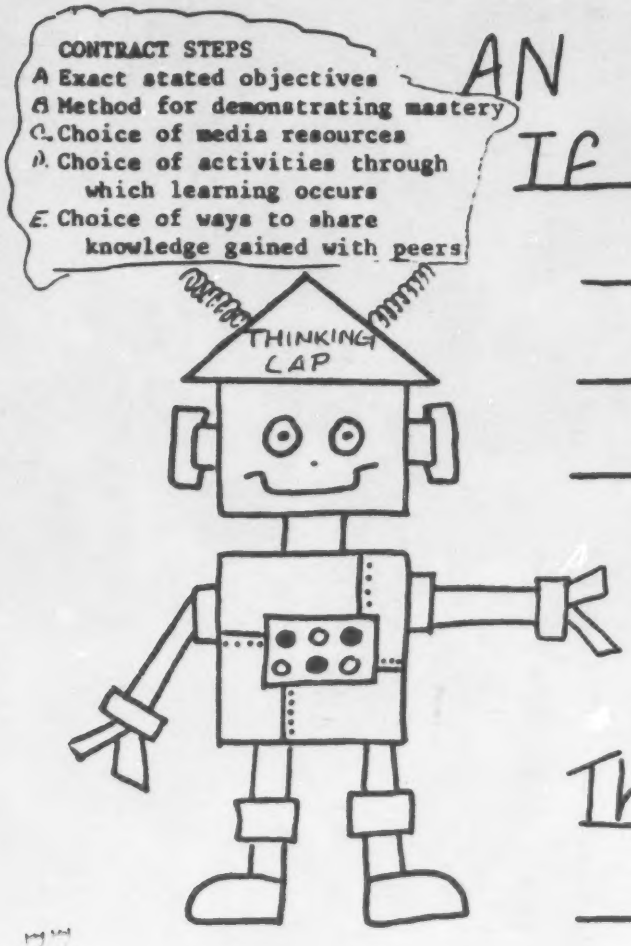
Criterion Performance refers to the assignment (task) that will be given the student and the level of accuracy the per cent of correct responses) expected of the student. This component answers two questions (1) "What will the student be expected to do?" and (2) How well do I expect the student to perform." This component is written as a behavioral objective.

Taxonomy refers to the classification of that which is to be learned according to the mimeographed sheets entitled "Definition of the Taxonomy" and"Classification of Question Categories to Cue Various Levels of Thinking." This component answers the question "Which thinking skills is the student expected to use while doing what he has been told to do?"

Procedure refers to the manner in which the student should begin to do the task. This component answers the question "How is the student to get started?"

Resources refers to supportive materials that will help the student by clarifying, amplifying, or applying that which he has been asked to do. This component answers the question "Which materials will help the student fully understand what he is doing?"

=STUDENT LEARNING CONTRACT=


CONTRACT STEPS
A Exact stated objectives
B Method for demonstrating mastery
C. Choice of media resources
D. Choice of activities through which learning occurs
E. Choice of ways to share knowledge gained with peers
THINKING CAP

AN INGENIOUS PLAN

If _____

_____

_____

_____

_____

By _____

Then _____

_____

_____

_____

Date _____ Student _____ Teacher _____

COMPETENCY VIII, Indicator 10

Tutoring

A. What indicates that regular classroom teachers work with individual pupils for instructional purposes?
B. What indicates that arrangements are made for special teachers to work with individual pupils for instructional purposes?
C. What indicates that pupils of all kinds serve as tutors for others as part of the regular instructional program?
D. What indicates that resource persons (parents, college students, community leaders, etc.) are drawn upon to provide individual assistance to pupils?
E. What shows that tutorial arrangements are well planned and carefully coordinated by the teacher?
F. What shows that tutoring is well accepted and carries no stigma?

COMPETENCY VIII, Indicator 11

Group Work Activities

Makeup of the Groups	Possible Content/Activities
Boys.....	Do-it-yourself models (such as ready-to-assemble birdhouse) Adventure stories Mysteries Tall tales
Girls.....	Easy recipes Romantic stories
Artistic children.....	Award-winning books
Children with a good sense of humor.....	Joke books Riddle books Humorous stories
Children lacking specific skills....	Drills that stress specific skills in problem areas
Research.....	Make map of school community Trace history of interesting developments: Ex. Schools, certain foods, medicine, family names, etc. Paint mural of facts found (Previous activity). Plan dramatic play of old and new way of teaching, living, traveling, dressing, etc. List questions which arise in group discussions. Everyone searches for information on same (pictures and printed material). Interview parents, neighbors, etc. on various subjects. Write or tell about famous people (event) without naming [illegible].....classmates guess identity. Create problem situations: Ex: (1) Plan for a birthday party, (2) Shop for grocery ($20.00) using food section from newspaper, (3) Shop for clothing (Sears, Pennys, Ward Catalogs) for trip to Puerto Rico, Iceland, Washington, D. C. using specific amount of money. Using want-ads, find jobs available, requirements, salaries, etc. (As follow-up do research on requirements for "microbiologist, oceanographer, ornithologist, etc." Using telephone directory, compare number of Joneses with Smiths, available services in Yellow Pages, critical analysis of advertisement, various listings for same services.

(While the activities listed in this bulletin are good, I would hope you can come up with some other activities for boys and girls that are not so sex stereotyped. Feel free to use the ones listed for both boys and girls.
Condon Campbell)

Interest.....Make "special" dictionaries of words and pictures that pertain to hobbies or special interests.

Make individual books with questions and activities from "readers that are discards".

Clip items about local news (or interest) to keep in scrapbook. Add to it the remainder of the year... Results in a history book.

Build insect cages, terrariums, etc.

Construct maps, villages, machines, etc. as follow-up activities.

Plant seeds, bulbs, etc. (Chart growth.)

Take things apart and put together (old toys, clocks, etc.)

"Radio broadcast" on subject of interest.

Take walks for: Bird hunt, rock collection, insect collection, etc.

Write a descriptive sentence or two to identify or explain a collection of mounted pictures.

Book reports.

School or classroom newspaper.

Stories with cheerful pictures for Shut-Ins (to be sent to sick classmates, local hospitals, home for aged, etc.)

Write elected officials (local and national) sports heroes, Nobel Peace Prize winners, etc.

Visit capitol, museums, etc.

Compute average of favorite baseball teams.

Tutoring.....Dramatize or pantomime for the class newly learned words.

Reconstruct a story in diorama (Make-believe TV)

Collect and write jokes and riddles to share with the class.

Work crossword puzzles.

Collect and make up tongue twisters.

Find anograms. Ex. plum lump
words swords
horse shore

Make and give puppet shows.

Correspond with pen pals within school or between schools.

Read and tape report for oral presentation using colorful posters.

Dramatize stories read.

Match sentences with pictures.

Less able pupil dictate story to be written by more able partner.

Critical analysis of advertisement from newspaper, TV guide, etc.

Plot cross-country trips using U. S. or World maps.

SPECIFIC SUGGESTIONS HELPFUL IN MANAGING SEVERAL GROUPS AT ONCE

1. Plan cooperatively with the pupils so that they understand clearly both purposes and things to do.

2. Help to organize the activities so that each group assumes responsibility for a certain share of the work, and further, so that each individual assumes responsibility.

3. Make certain that each group has sufficient work to last through the anticipated period of time.

4. Check before the work is started to make certain that everyone understands what to do and what to do first.

5. Introduce new work or new aspects of old work with special care to help pupils avoid possible pitfalls.

6. Direct and evaluate the work by moving about and watching pupils, lending them a hand, talking with them, answering their questions, and giving them suggestions.

7. Keep the work evenly distributed by quietly making reassignments and transferring pupils.

8. Anticipate possible difficulties and be ready to help replan the work as necessary to prevent stoppage and discouragement.

9. Provide guidance in group relationships, such as respecting the rights and opinions of others, taking turns, listening while someone else is speaking, borrowing, and returning library books.

10. Give help in budgeting time so that pupils spend neither too little nor too much time doing certain things.

11. Supply ample materials, such as books, paper, crayons, paint, and scissors for carrying on all aspects of the work.

12. Develop routine procedures, such as the following, to avoid possibilities of disorder:

    a. Getting all the necessary materials, such as books, tools, supplies, ready in advance, and distributing them or have them distributed quickly and in orderly fashion.
    b. Allowing pupils to help with the materials, especially individuals who need encouragement or can spare the time.
    c. Urging pupils to assist one another by working quietly and by not crowding or jostling one another.
    d. Holding conferences with individuals and groups who apparently need direction or help.
    e. Establishing rules for the use of reference materials in case the materials are limited.

FIELD TRIPS

Young children learn most through direct experiences. By seeing, feeling, and doing they establish understandings and acquire social, intellectual and physical skills necessary for the development of meaningful concepts. Going places, seeing and doing many things is a vital component of the early education program. Children become more aware of their natural habitat and of the importance of people and events beyond as they acquire new meanings for their immediate environment through planned experiences which allow for exploration and response.

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The successful field trip must be carefully planned and carried out. Teachers will need to

(1) Make a careful study of all places being considered as field trip possibilities before planning with the children and visit the chosen site ahead of time.

(2) Plan the trip carefully with the children, being sure that they have clear, well defined objectives for the trip. Only trips with a good "reason" should be taken

(3) Be sure children have something specific to look for and that they remember what this something is during the trip (they will most likely need to be reminded).

(4) Establish behavior and safety rules during the planning and make sure that they are realistic and that all children know what they are and are capable of following them.

Field Trip Check List

The purpose of the trip is clear to all.

The time away from school is realistic for the age and maturity level of the students.

Transportation has been carefully arranged.

Permission has been secured from proper school administrators.

Written permission has been secured from the parents.

The field trip destination has been visited before the trip by the teacher, and arrangements have been made for guides or others who will contribute to the effectiveness of the learning experience.

All safety hazards have been checked.

Parents or other adults to accompany the group have been invited and advised of their responsibilities.

Name tags or other means of identification have been made.

Planning with the children has taken place. They are aware of the expected behavior, purpose of the trip, names of adults, and all pertinent information.

Procedures for evaluation have been planned.

THE LEARNING CENTER - AN INTRODUCTION **

What is the learning center?

"As children grow and change, so must the methods of classroom teaching evolve and change." The major emphasis of the '70's has been the child as an individual. The learning center continues this thought in its plan and implementation. Be personal is the theme of the learning center. The center should also be fun as well as interesting and challenging. The learning center embodies the implementation of an idea - each child will grow at his own rate, in his own style. and to his quniquely personal potential.

Criteria for establishing a Learning Center.

A. Each learning center should contrubute to the achievement of the purposes of the individual. From Learning Center to Learning, the child should be confronted with opportunities to work with basic skills, concepts, and large ideas.

B. The Learning Center should deal with a significant area of study that is of interest to the student. It should be open ended so that individual creativity can be fosterd. It should provide opportunites to develop problem solving, critical thinking, and creative thinking. It should provide opportunities that constantly lead to competition with one self.

C. Learning Centers should have practical time limits related to the child's developmental level which will permit completion of the new tasks.

D. Directions at each Learning Center should assist the student in gaining an overview of the task quickly. The directions need to be clearly stated so that the student understands where to begin and when he has completed the task successfully.

E. The design of the Learning Center depends on the type of experience to be made available to the student.
Learning Centers should:
1) Involve each child actively,
2) Confront the child with essential skill-devloping activities,
3) Tempt the child to stretch his imagination and creativity in the persuit of divergent reaction to problems that offer no pat solution,
4) Provoke the child's interest so that he finds himself engrossed in the processes or systems of fundamental significance, such as, cause and effect, "Suchas...then what?"
5) Immerse the child in conditions leading to the development of concepts or generalizations inferred from facts,
6) Tease the child's sense of humor,
7) Team the child with one or more classmates in a joint-action task where the child taught cooperation and interaction as well as

OVER!!!!

8) Offer free choice as to where in the classroom he can work,
9) Intensifly learning activities through recordings, films, and other audio-visula aids.

** From: Invitation to Learning by Ralph Claude Voight

Organizing Learning Centers

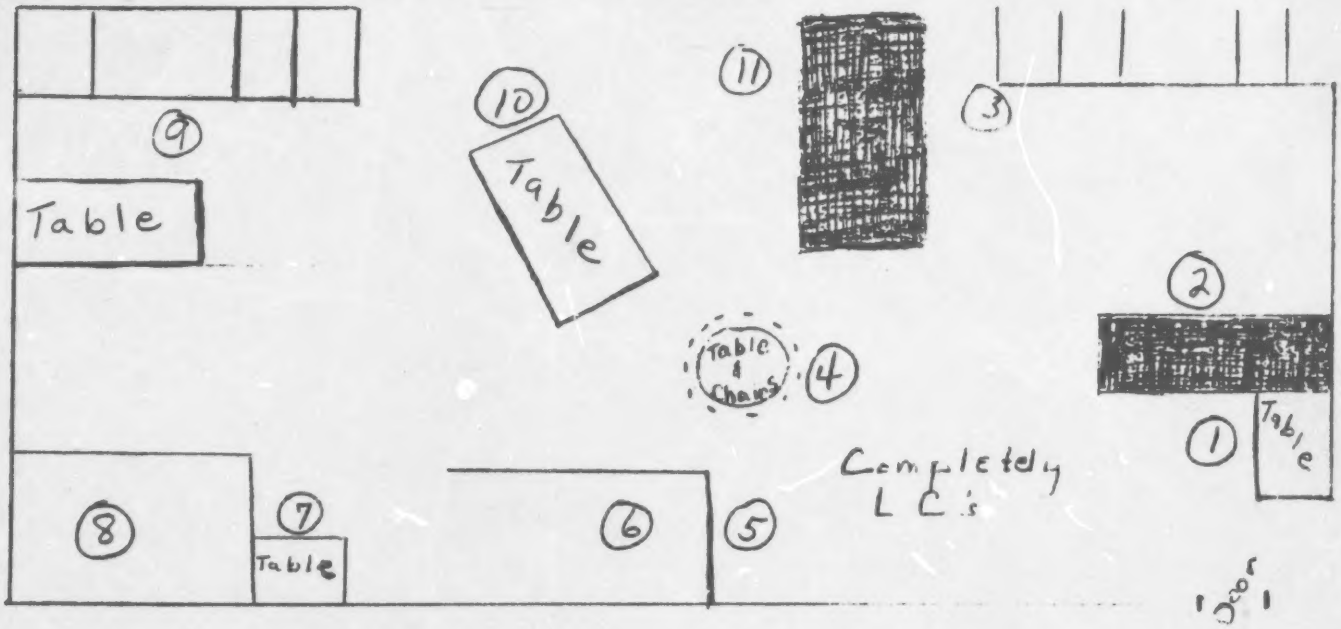
The Learning center may involve one teacher or the entire faculty. It might be an advantage in trying the learing center concept of teaching to "experiment" with one or two centers before getting in "over your head".

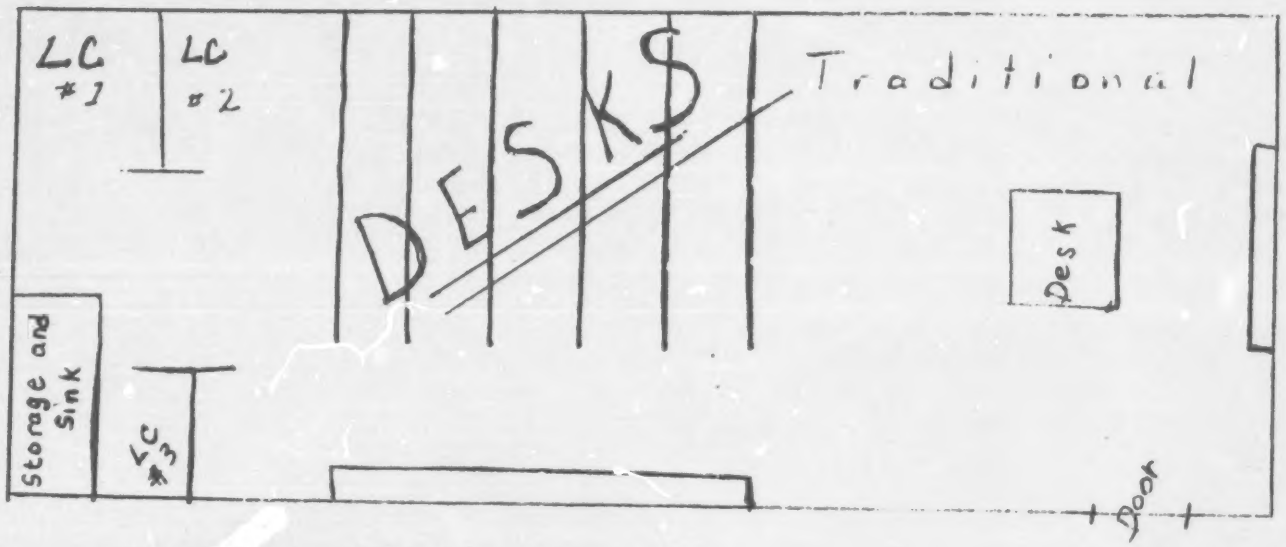
The learning center can be used in the traditional classroom to support an idea or unit or study. This is a supplementary form and can be used very effectively by the traditional teacher.

The learning center also can be a complete program in education. This consists of munerous learning centers arranged on a particular configuration. This can be done in one room or an entire building.

Physical Setting for the Learning Center

The centers themselves should be attractive! Arrange to have a flow of traffic in the room. Make the most of your facilities! A typical room:





Goal Setting in the Learning Center

Goals may be set by:

a) the teacher
b) the children themselves
c) a cooperative venture on the part of the teacher and the children

The learning center may use or encourage certain skills or may require the child to be creative. Behavioral objectives provide an easy, clear cut way for the child to evaluate and observe his work.

Evaluation of Learning Centers

Questions to ask as you develop a Learning Center:

a) Are the Centers attractive?
b) Are the Centers clear: with respect to goals and how to accomplish them?
c) Do the children comment that this center or that center is what they are looking for?
d) Do the Centers take into account developmental stages of maturity?
e) Do the children experience a balance between individual activities and group give-and take?
f) Do the children have a chance to ask for centers on topics that would be of interest or helpful to them?

Classification of Learning Centers

These are not a "fixed" or "rigi structure of Centers. These are arbitrary and may be overlapping and repetitive in some respects. Other books may have completely different names for the classification of Learning Centers.

1. Inventory Learning Center-
   a) assessment of the children in arithmetic, reading, problem solving, creativity, etc. This type of center is used sometimes at the beginning of the year or when a new pupil comes into the room. An assessment of work is primary goal of the inventory center.
   b) short work periods
   c) conference with the child to establish realistic goals

2. Prescriptive Learning Center-
   a) usually the outcome of the inventory center
   b) daily work patterns
   c) used to accomplish a certain goal

3. Project Learning Center
   a) the teachers is the organizer in this type of center
   b) a "study guide" is used for each content area
   c) each "study guide" has many different sections with many sub-problems
   d) a teacher-child contract is made which includes planning and evaluation
   e) assessment ahead of time the following criteria:
      interest-the individual child and the whole class
      content-appropriate and appealing
      activities-different and stimulating
      materials-available and relevant

4. Programmed Learning Center-
   a) involves commercially prepared kits and materials
   b) required is a knowledge of the kit and complete understanding of its purpose

5. Programmed-Project Learning Center-
   a) involvescommercially prepared kits
   b) worksheet or project book that is teacher-made to fit the needs and interests of the students

6. Unit Learning Center-
   a) a problem area is selected and organized into a Learning Center
   b) involves a central theme or subject

OVER!!!!!

7. Cooperative Learning Center-
   a) the discussion with the childstarts before the Center has been organized
   b) planning and evaluation are done by the students
   c) agreement reached with the teacher and the children

8. Student Learning Center-
   a) the student designs a Center of his own choice and shares it with his classmates and teacher
   b) the student establishes the objectives

9. Skill Development Center-
   a) development through practice is the key to the Skill Development Center
   b) requires much creativity to make the child interested in this center
   c) two types of Skill Centers:
      Single Skill - one content area (usually)
      Multi Skill - complex or requenced--more than one techique
      or or material

10. Fun Learning Centers-
   a) not concerned with identifying the educational task before the student visits the cneter
   b) learning process is often never identified
   c) often fun without justification

11. Combination Learning Center
   Any two characteristics of the previous Centers (can be more than two)

Examples of Learning Centers-

I. Inventory-

educational task:
to discover what each child knows about the letters of the alphabet.

materials:
   a) large card of manuscript alphabet letters (3 on each card)
   b) wide-lined writing paper
   c) sharp pencils
   d) clear, simple directions on a card asking the child to reproduce the letters correctly (read directions with the child)
      Aa Bb Cc

   Directions :
      A B C's

   1) Do you know the names of the ABC's? Can you write the ABC's?
   2) Take a card. Look at the letters. Say their names to a buddy.
   3) On your paper copy the 3 letters.
   4) Do this on 4 rows.
   5) Write your name on your paper.

II. Prescriptive Learning Center-

educational task:
solve problems and equations in simple addition (this is after inventorying the students and finding their weak points)

Example:

Materials-
a) and individual bag of colored math rods for each child
b) a work paper with incomplete equations or a reasoning problem to be solved using the rods. Each child discovers the correct answer or solution to the problem by experimenting with the rods. This helps him gain automatic control of number facts, which is one of the math goals.

DISPLAY AREA

A picture of a boy and a girl using the math rods. Along with this would be:

1	2	3	8	5		4
cream	red	light green	brown	yellow		purple
9	10				7	6
blue	orange				black	dark green

Directions:

1. Take a bag of rods.
2. Do you know howmuch each rod stands for? Find the rods.
3. Look at your paper.
4. Find the answers to your equations or problems with the rods.
5. Write your answer like this: 5+3=8
   yellow+lt.green=brown

III. Project Learning Center-

Here is your booklet that will guide you as you use this center.
The topic is Simple Chemistry related to the Ocean Water.
This is a part of the larger topic, Oceanography.
Examine the booklet first.
Work with the initial experience- (note the materials available)
Make a contract with your teacher to do some work.
BEST TO YOU!!!

Example:

The objective of this lesson is to allow the child to test some unknown solids to see if they will dissolve in water at room temperature.

Materials-

1. Four solids (table salt, corn starch, dry clothes starch, baking soda)
2. Pint or quart bottle full of water
3. For each child: four baby food jars, marked at one ounce level.
4. A half-teaspoon measure with each solid.
5. Procedure sheets.

Procedure sheet:

1. Take four (4) bottles.
2. Place them in the tray before you.
3. Put one level measure of powder in each bottle.
4. Add water to jar (up to the mark)
5. Make up a sheet on which to record what happened.
6. Ask: Which did or did not dissolve?
   What helps the process of dissolving?

Contracts may involve anything that is interesting to the child and suitable for the teacher. Contracts should be written!

IV. Unit Learning Center

Center #1 - Motivation and Introduction

In center One the teacher reproduces the so-called motivation and classroom introduction phases of a unit into a display for the children to indulge in. Usually the activity at this center is one of a general nature and does not require the student to involve himself in a lengthy activity.

Center Display Area

Display of pictures with a generalization statement or question beside a picture.

Picture	Generalization
	Ancient people have marveled at heavens. Man's concept of space has ranged from the superstitious, religious, through early scientific explanations to present-day superscientific fields of knowledge.
Record and listening post	What is meant by space all around us?
Books on display Movie etc.	The content of the movie, books, and records provides the facts and motivation for the student as he examines the topic, space.

Allow a section of the bulletin board for the student to write a generalization as they examine the materials at the Center.

As a teacher confers with a student or a group of students, he should be contriving situations that will make the children want to visit the Centers.

Center #2-Activity

This Center usually features the activity part of a unit. The student is allowed to select from a variety of activities an activity to express what he has learned about space.

while at Center #1. In some situations, the student is interested enough to think of his own activity and does not have to select an activity from the center.

Either hang from the ceiling or stand on a table a general list of activities that students can do with space.
Examples:

1. Make a space travel glossary.
2. Construct a who's who of space travel.
3. Draw a cut-out views of rockets.
4. Make a chart showing how space travel affects man.
5. Make a diagram of a launching pad.
6. Design a bulletin board to show how many people are involved when a space shot takes place.

Center # 3 - Evaluation or Test

This Center can represent the evaluation phase of a unit. The teacher or even the students can prepare tests on space, after which the students in class are allowed to select a ditto sheet to show how much they know about space.

Centers 4,5,6, - Skills that need to be developed

Use this high interest Center to develop the skills that the children are having trouble with. Examples: Spelling, Outlining, etc...

V. Cooperative Learning Center

Educational task:
Student creative thought
This center is very exciting for children. Here, they can lose themselves in their own little world. A discussion with the children is a must. This example uses one of the class pets for creativity.

Charts used to guide children's thinking:

CHART A

1. What is a bird?
2. What do you think about Perky--class pet?
3. Have you ever had a bird for a pet?
4. Do you like birds?
5. Would you like to pretend that you were a bird?

CHART B (important facts)	CHART C (words about birds)		CHART D (kinds of birds)
Birds have:	nest	flies	robin
2 wings	eggs	sky	barnswallow
2 legs	chirping	rests	whippowill
feathers	swooping	pecks	wren
a bill	seeds	peeps	bluejay
a home	sings	hops	bluebirds

habits feeds plummage crow
air sacs

CHART E
1. Look at Perky.
2. Read Chart A and B.
3. Use as many "Bird Words" as you can.
4. Have fun!

ACTIVITY

Assignments would vary for all children. Meet the individual needs of children in this area. Example:
1. Record the children's stories on tape.
2. Have the children draw a picture to illustrate the story.
3. Display the picture along with a written copy of the story.

VI. Single Skill Learning Centers
Using Commas

Picture of Mother, Father, Child preparing to go to the beach or at the beach.
Chart with the definition of comma on it.
Directions: Place a comma where one is needed. How many commas did you use?

Children write the sentences on their own paper using the following sentences:
1. Robbie said "I'm going to the beach."
2. Joanna said "Is your father going?"
3. Ralph asks "Where are we going?"
4. Mother went to the beach today.
5. Ralph exclaimed "I'm here!"

COMPETENCY IX: REINFORCES AND ENCOURAGES LEARNER INVOLVEMENT IN INSTRUCTION

Indicator 12 Uses procedures which get learners initially involved in lessons.

Indicator 13 Provides learners with opportunities for participating.

Indicator 14 Maintains learner involvement in lessons.

Indicator 15 Reinforces and encourages the efforts of learners to maintain involvement.

MANAGEMENT OF CLASSROOM BEHAVIOR

(Courtesy of Frances M. Clarke, Ph. D., Frederick County Division of Psychological Services. Taken from Fritz Redl's training notes at the Child Research Branch of The National Institute of Mental Health, Bethesda, Maryland, 1957.)

Redl states that in the classroom--or in any situation where an adult is managing a group of children--there are four major alternatives to handling behavior: Permitting, tolerating, interfering, and preventive planning. No one alternative is better than the others. The task is to find the right combination of techniques for each child.

1. Permitting Behavior

Although most children know the institution's rule to inhibit and regulate impulsive behavior, it is just as important for children to know what they can do as to know what they cannot do. A teacher who permits children to leave their desks and go to the book corner after they have finished an assignment should make this privilege clear. The sanctioning of certain types of behavior eliminates much of the children's unnecessary testing of limits. As opposed to the second point listed below--namely the toleration of behavior permitting behavior means sanctioning it; when behavior is tolerated, on the other hand, the children whould have no reason to believe that the teacher approves or sanctions such conduct.

2. Tolerating Behavior

The more common basic assumptions behind a teacher's tolerating behavior are: (a) Learner's leeway: teachers should expect children to make mistakes when they are learning new concepts, experimenting with ideas or trying to win status in the group. (b) Behavior that reflects a developmental stage: teachers will also have to tolerate rather than attempt to change some behavior that is age-typical, knowing that, in the long run, if such behavior is not attended to it will die out. (C) Behavior that is symptomatic of a disease: toleration on the part of a psychologically-oriented teacher of a child's symptoms of emotional illness (such as temper tantrums, fights, or irrational fears) means she does not approve of these types of behavior but is aware that they are not conscious forms of meanness but are simply an explainable outlet for the child's intrapsychic conflicts.

3. Interfering with Behavior

The psychologically-trained teacher may be aware of long range goals and sensitive to the child's core problems but she still has to handle the spontaneous behavior that occurs in the classroom and stop some of it if classroom learning is to take place. Before going into the eleven specific methods of interfering with behavior to be listed below, it is important to consider the question of when a teacher should intervene. Too many teachers do not set limits or interfere with behavior until they are choked with counteraggression. While teachers are

generally aware of the reality dangers of some behavior they do not so often realize that they should protect the child from psychological injury as well as from being physically hurt. The practice of scapegoating or the use of derogatory racial nicknames should signal the teacher to make it clear that she will not condone such actions or the values they reflect. Teacher intervention is indicated as a protection against too much excitement, the protection of an ongoing program from disruption from one child, or as a protection against negative contagion. Many teachers do not feel justified in stopping behavior in order to protect their own inner comfort and certainly this is not the first thing to be considered. Nevertheless, an overconscientious teacher must be helped to see that it is foolish to permit a situation in which she is abused constantly by the class and that even if she is aware that she sometimes overreacts toward a particular child she might better stop his behavior than do nothing and inwardly reject him.

Some counterindications against interference, assuming that the behavior is not dangerous might be that (1) sometimes the fuss, the group confusion that intervention creates is not worth it at that particular time or (2) the teacher may decide to wait until the behavior deviates to the point where it is obvious not only to the child but to the entire group.

The methods of intervention listed below are simply designed to help a teacher maintain the surface behavior of children over some rough spots--they are stopgap methods and do not substitute for a well designed program or replace the teacher's own knowledge of individual or group psychology.

a. Planned ignoring: This is similar to the technique of tolerating behavior without lending any sanction to it, and is based on the fact that behavior which is not reinforced will soon be exhausted, especially if the behavior is designed to "get the teacher's goat." Assuming that the behavior will not spread to others, it might be wise to ignore the behavior and not feed into the child's need for secondary gratification or status.

b. Signal interference: Many teachers have developed a variety of signals that communicate to the child a feeling of disapproval and control. These non-verbal techniques include such things as eye contact, hand gestures, tapping or snapping the fingers, coughing or clearing one's throat, facial frowns and body postures. Such non-verbal techniques seem to be most effective at the beginning stages of misbehavior.

c. Proximity control: It can be extremely effective simply to stand near a child who is having some difficulty in controlling his impulses. In this type of control, the teacher operates as a source of protection, strength and identification. The advantages of these three techniques--planned ignoring, signal interference, and proximity control--are that they do not embarrass or even identify the child in the group. All three can be used while maintaining the classroom program.

d. Interest boosting: If a child's interest is waning and he is showing signs of restlessness, it is sometimes helpful to show some genuine interest in his classroom assignment or in his own personal areas of interest so as to help him to mobilize his forces and view the teacher as a person whom he wants to please.

e. Tension decontamination through humor: Everyone knows how a humorous comment is able to penetrate a tense and anxiety-producing situation, clearing the air and making everyone feel more comfortable. Lucky is the child whose teacher has a sense of humor, appropriately and frequently utilized.

f. Hurdle help: Disturbing behavior is not always the result of some inner problem. Frequently, a child is frustrated by the immediate classroom assignment. He may not understand directions or may be blocked by the second or third step in a complicated long division problem. Instead of asking for help and exposing himself to the teacher's wrath for not paying attention or for exhibiting his educational inadequacies, he is likely to establish contact with his neighbors, find some interesting trinkets in his pocket or draw on his desk. In other words, he is likely to translate his frustrations into motor behavior. The solution is to provide him with the help he needs before the situation gets to that stage.

g. Restructuring the classroom program: A sensitive teacher who is able to predict the tension level of the class in terms of feelings of irritability, boredom, or excitement, must have the flexibility to deviate from his scheduled program at times without feeling he has failed to meet his "teaching responsibilities." If a teacher feels that the class is tense but that the tension is decreasing, he may decide not to redesign his program. However, if he decides that the tension needs to be drained off--verbalized or channelized--before the class can involve itself in the next assignment, he may change his program immediately.

h. Support from routine: We all need structure. Some children need much more than other children before they can feel comfortable and secure. Without guideposts for behavior, some children become anxious and hyperactive. This is especially true during unstructured times, when children are moved by every wind and breeze of classroom behavior. To help these children a daily schedule or program should be provided, as this may allay some of their feelings of anxiety. They can predict what is expected of them and prepare themselves for the next activity.

i. Removing seductive objects: There are certain objects which either have to be removed or the teachers have to accept the disorganized state of the group. This is not entirely the children's fault. Certain objects have a magnetic appeal and elicit a particular kind of behavior from children. For example,

if a child has a flashlight, it says, "turn me on"; if he has a ball, it says, "throw me"; if he has a peashooter, it says, "shoot me," and so on. Wherever possible such objects should be removed unobtrusively, rather than by calling the entire class' attention to the object. It might be possible to do this by maneuvering oneself into a position beside the chair of the child who has the peashooter and simply extending a hand while directing class attention elsewhere.

j. Antiseptic bouncing: When a child's behavior has reached a point where you question whether he will respond to verbal controls, it is best to ask him to leave the room for a few minutes--perhaps to get a drink, wash up or deliver a message. There should be a place within every school to which the classroom teacher can unpunitively send a child when antiseptic bouncing is necessary. There is no intent, here to punish the child but simply to protect and/or help the group to get over feelings of anger, disappointment, uncontrollable laughter, hiccups, etc.

k. Physical restraint: Once in awhile a child will completely lose self-control and threaten to injure others or himself. In such emergencies, the child needs to be restrained physically. Physical restraint is containment, not punishment or discipline. The child must be held firmly but not roughly, and should pick up from the adult only a sincere concern to protect the child from acting out feelings that he cannot control. To communicate this feeling of protection, one cannot use such techniques as shaking, hitting or spanking which only make it harder for a child to believe that a teacher only wants to help him. Some teachers who do not understand psychodynamics feel that a child should be punished for such inappropriate and deviant behavior. However, if these teachers ever had a chance to observe a child who has lost complete control over his impulses, they would soon realize how frightening and fearful this experience is for the child. Such an experience threatens the child's basic feelings of integration.

The preferred physical hold in cases where containment is needed is for the adult to cross the child's arms around his side while the adult stands behind him holding on the the child's wrists. Occasionally it is necessary to hold a child on the floor in this position. There is no danger that the child can injure himself in this position although he might scream that you are hurting him. Most of the children who need this type of control go through four different phases. First the child fights being held and controlled. He becomes more enraged and says and does things that are fed by feelings of frustration, hate and desperation. He may swear, bite, and carry on in a primitive way.

Although it is hard for many teachers who are not used to being treated this way to absorb this much aggression without becoming frightened and/or counter-aggressive, teachers should not reject a child when he needs adult controls the most. The teacher's control system must take over for the child's until his controls are operating again, and it is non-aggressive handling that he

needs during this crisis situation. It is sometimes helpful during this first stage for the teacher to tell the child softly that he is alright and that in a little while he is going to get over his angry feelings, and that he (the teacher) is going to take care of him and not let him hurt anyone or anything.

Once the child realizes that he cannot break away and that he is being controlled, the rage usually turns to tears. This is phase two. At this point the child's defenses are down, his pose of toughness has vanished and his inadequacy and immaturity have become evident. After this phase the child usually becomes silent or asks to be let go, which is phase three. The teacher, not the child, must make the decision as to whether or not the child has gained enough control so as not to start the cycle all over again. One evidence that the child is gaining control is that his language becomes more coherent and logical. If he knows who he is, where he is, and what has happened, he is usually on his way up the ladder of integration. Some teachers decide this by asking the child to carry out a specific task such as "are you ready to sit in the chair."

Occasionally, a child has to save face, which is often accomplished by pulling away from the teacher or making a sly remark. This is usually a good sign that the child's defenses are operating and that he is ready to move on his own power. Stage four takes place when the child feels comfortable enough to clean up and to talk about what happened and why the teacher had to restrain him.

Occasionally, a child may have to be held in the classroom, but this should be avoided whenever possible. If it cannot be avoided, one of the students should get the principal immediately so that the child can be removed from the class. Later, the teacher needs to explain as honestly and directly as possible to the class and to the child exactly what has happened in order to counter any delusional interpretations of the teacher's behavior.

An important point is to remember that whenever a teacher holds a child and is able to control his own personal feelings of anxiety and aggression, the chances are that his relationship with this child will improve significantly. The message the child receives is: "I care enough about you to protect you from your own frightening impulses. The fact that you had to be held is no point against you. I am not angry, but pleased that you are feeling more comfortable and are in control of your emotions." This kind of support can only foster the child's feeling that the teacher is a person whom he can trust.

4. Preventive Planning

Better school and classroom procedure can sometimes be developed in order to avoid particular types of disruptive behavior. If a teacher always has difficulties during transitional periods, if there is always undue conflict on the playground or in the corridor, the disturbing behavior cannot be attributed solely to "problem children." The teacher should explore the probability that this indicates an inadequate program, a poor living design for healthy children.

The classroom is designed for group learning. If a child is unable to live within the limits of the class and unable to respond to reasonable controls, a teacher should not feel guilty or obligated to keep him. At the very least, there should be a resource within each school to which emotionally-disturbed children can be sent for help at crisis times, to the relief of the classroom teacher and child, alike.

COMPETENCY X: DEMONSTRATES AN UNDERSTANDING OF THE SCHOOL SUBJECT BEING TAUGHT.

Indicator 16. Helps learners recognize the purpose and importance of topics or activities.

Indicator 17. Demonstrates knowledge in the subject area.

COMPETNECY X, Indicator 17

CLASSIFICATION OF QUESTIONS
(Modified from Gallagher and Aschner, 1963)

Cognitive-memory:

These questions do not require the student to associate or integrate. Cognitive-memory questions are those that require either factual information or an explanation of a past experience or observation. The student is often thought of as having a store of information from which he is to select appropriate responses to the questions asked. Factual information is indispensable; but when it is the exclusive process of the classroom interaction, excitement and challenge are lacking.

Convergent:

These questions involve problem-solving techniques where the student is expected to integrate two or more facts. The situation must be new to the student. The student may be asked to summarize an experiment, reading material, or body of' information or data. Also involved in this category are those questions which require the student to report established method or logical sequence of events, ideas, or promises. All of the following processes are considered convergent in nature: explaining, deducing,concluding, making comparisons and questions that request clarification.

Divergent:

These questions provide the student with the opportunity to give a variety of responses. The responses, although related to the questions, may take many forms; some of which may not have been considered by the teacher. The intent of the divergent question is not problem-solving, but responses may often suggest many correct, accepatable and/or imaginative thoughts from students.

Evaluative:

These questions require the student to make value judgements. Statements are to be made in the student's own words. The student may be required to make a selection of alternatives and state reasons for his selection. Other activities requested of students in this category include giving opinions, predictions, statements of probability, statements and reasons regarding disagreement with any concept or principle stated by the teacher.

What is the diameter of the earth? What is the value or the speed of light? C-M
What's the symbol for nitrogen? Is weathering an example of erosion? C-M
What is the criterion which most clearly distinguishes Protozoa from other phyla? C
What is the result of this experiment? C
Why does the sun appear to rise later each day during the autumn? C
Why do low pressure cells move counterclockwise in the northern hemisphere? C
What are some of the ways that one could measure the distance from the earth to the moon? What are some of the questions that you might ask about this? D D
If you were a plant, what are some of the things that you would do to protect yourself from the effects of the sun? D

What are some of the things that might happen to snow after it has fallen to the earth? D
What are some of the effects to the body that might occur if carbon dioxide were added to the blood? D
What are your views regarding the theory of evolution? E
What do you think of man's quest to conquer outer space? E

CLASSROOM QUESTION CLASSIFICATION

Bloom's Taxonomy	Sample Phrases and Questions
1. Knowledge	1. "What did the book say about...?" 2. "Define..." 3. "List the three..." 4. "Who invented...?"
2. Comprehension	1. "Explain the..." 2. "What can you conclude...?" 3. "State in your own words..." 4. "What does the picture mean?" 5. "If it rains, then what...?" 6. "What reasons or evidence...?"
3. Application	1. "If you know A and B, how could you determine C?" 2. "What other possible reasons...?" 3. "What might they do with...?" 4. "What do you suppose would happen if...?"
4. Analysis	1. "What was the author's purpose, bias, or prejudice?" 2. "What must you know for that to be true?" 3. "Does that follow?" 4. "Which are facts and which are opinions?"
5. Synthesis	1. "If no one else knew, how could you find out?" 2. "Can you develop a new way?" 3. "Make up..." 4. "What would you do if...?"
6. Evaluation	1. "Which policy will result in the greatest good for the greatest number?" 2. "For what reason would you favor...?" 3. "Which of the books would you consider of greater value?" 4. "Evaluate that idea in terms of cost and community acceptance."

Adapted from Gary Manson and Ambrose A. Clegg, Jr., "Classroom Questions: Keys to Children's Thinking," Peabody Journal of Education, March, 1970, pp. 304-305.

TEACHERS' QUESTIONS AND STUDENTS' READING

1. Memory--recognizing or recalling information as given in the passage:

   (a) facts

   Who did _____?
   When did _____?
   How many _____?
   What are _____?

   (b) definitions of terms used, and perhaps explained in the test:

   What is meant by _____?
   What does _____ mean?
   What meaning did you understand for _____?
   Define _____?
   Explain what we mean by _____?

   (c) generalizations--recognizing common characteristics of a group of ideas or things

   What events led to _____?
   In what ways do _____ resemble _____?
   How did _____ and _____ effect ____?

   (d) values--a judgment of quality

   What is said about _____?
   Do you agree?
   What kind of a boy was _____?
   What did _____ do that you wouldn't?

2. Translations--expressing ideas in different form or language

   Tell me in your own words how _____?
   What kind of drawing could you make to illustrate ?_____?
   How could we restate _____?
   Could we make up a play to tell this story? How?
   What does the writer mean by the phrase _____?
   Write a story pretending you are _____?

3. Interpretation--trying to see relationships among facts, generalizations, values, etc.

   (a) Comparative (interpretation) are ideas the same, different, related or opposed

   How is _____ like _____?
   Is _____ the same as _____? Why not?
   Which three _____ are most alike in _____?
   Compare _____ with _____ in _____.
   How does _____ today resemble _____ in _____?

(b) Implications (interpretation) arriving at an idea which depends upon evidence in the reading passage.

What will _____ and _____ lead to?
What justification for _____ does the author give?
If _____ continues to _____ what is likely to happen?
What would happen if _____?

(c) Inductive thinking--applying a generalization to a group of observed facts

What facts in the story tend to support the idea that _____?
What is the author trying to tell you by _____?
What does the behavior of _____ tell you about him?
What events led to _____? Why?

(d) Quantitative--using a number of facts to reach a conclusion

How much has _____ increased?
What conclusion can you draw from the table (graph) on page __?
How many times did _____ do _____? Then what happened?
How many causes of _____ can you list?

(e) Cause and effect--recognizing the events leading to a happening?

Why did the boy _____?
How did the boy make _____ happen?
What two things led up to _____?
When the girl _____, what had to happen?
Why did _____ happen?

4. Application--solving a problem that requires the use of generalizations, facts, values and other appropriate types of thinking?

How can we show that we need a traffic policeman at the crossing at the south end of our school?
If we want to raise hamsters in our school, what sort of plans will we have to make?
John has been ill for several days. What could we do to help him during his illness? To show him we think of him?

5. Analysis--recognizing and applying rules of logic to solution of a problem; analyzing an example of reasoning

Discuss the statement: "All teachers are kind and friendly."

Some people think that boys can run faster than girls. What do you think?

John was once bitten by a dog. Now John dislikes all dogs. Is he right or wrong in his feelings? Why?

6. Synthesis--using original, creative thinking to solve a problem?

What other titles could you think of for this story?
What other ending can you think of for this story?
If John had not _____, what might have happened?
Pretend you are a manufacturer of pencils who wishes to produce a much better pencil. Tell what you might do.

7. Evaluation--making judgments based on clearly defined standards

Did you enjoy the story of _____? For what reasons?
What do you think of _____ in this story? Do you approve of his actions?
In the textbook, the author tells us that _____ felt _____. Is this a fact or the author's opinion? How do you know?
This story has a very happy ending. Should all stories end happily? Why not?
The author of our textbook apparently believes that the American colonists were right in their actions. Do you agree? What do you suppose the British said about the colonists?

Write a short story about your favorite person in history. Tell why this person is your favorite.

SOME POSSIBLE VERBS FOR USE IN STATING COGNITIVE OUTCOMES[1]

Evaluation	Synthesis	Application	Comprehension	Knowledge	Analysis
judge	compose	interpret	translate	define	distinguish
appraise	plan	apply	restate	repeat	analyze
evaluate	propose	employ	discuss	record	differentiate
rate	design	use	describe	list	appraise
compare	formulate	demonstrate	recognize	recall	calculate
value	arrange	dramatize	explain	name	experiment
revise	assemble	practice	express	relate	test
score	collect	illustrate	identify	underline	compare
select	construct	operate	locate		contrast
choose	create	schedule	report		criticize
assess	set up	shop	review		diagram
estimate	organize	sketch	tell		inspect
measure	manage				debate
	prepare				inventory
					question
					relate
					solve
					examine
					categorize

COMPETENCY XI: ORGANIZES TIME, SPACE, MATERIALS, AND EQUIPMENT FOR INSTRUCTION.

Indicator 18. Attends to routine tasks.

Indicator 19. Uses instructional time effectively.

Indicator 20. Provides a learning environment that is attractive and orderly.

CLASSROOM MANAGE-HINTS

DEPARTMENTALIZING The assignment—a report on "Elizabeth I"—brought about mad rushes for the "E" volume of the encyclopedia and culminated with a collection of plagiarized paragraphs. Such a method is hardly my idea of independent research. Departmentalization of my fifth-grade class has brought a happy contrast to the grim picture. The specialty teams rotate to expose everyone to the techniques necessary for the well-ordered, imaginative presentation of facts.

The research department is assigned a topic by the class. Each researcher, using a different source, is responsible for two to ten sentences of information.

The editors arrange the given material in an interesting style.

The illustrators draw, graph, collect pictures, or make time lines appropriate to the report.

Finally, the presentation department is given the refined, illustrated material. Presenting the material involves strictly enforced guidelines: The group may neither repeat the method used by the previous week's group nor their own group's last method. As a result, reports have been written in poster-size letters for the bulletin boards and overhead projectors, recorders, and cardboard TVs have been utilized.

Once again imagination crushes monotony. **Ruth Kuhlig**

I'M NO PROBLEM NOW

Here's a youngster who solved his own classroom problem. "I used to write on my desk, but the teacher made me clean it off. So I taped a big piece of paper all over my desk. Now the teacher lets me write and draw all I want. When I get done with my pictures, I'll paint them. And when I'm all done with that, I'll put new paper on my desk." **Matthew Potts**

INVENT-A-GAME

The results of this problem-solving exercise (from *How to Change the Games Children Play*, Burgess) may also provide some long-term recess activities.

"Divide the class of youngsters into . . . working groups, perhaps three to five students per work group. Give each group three balls of various sizes, four hula hoops, and one beanbag. Pose the following problem to them: 'Design a throwing, shooting game utilizing all of the equipment—every player must be engaged in the game at all times. In addition develop a rotation system so that everyone on the team gets to perform the game tasks. You have eight minutes to design the game.'

". . . circulate among all the groups providing . . . direction when it is called for. After a little time has passed, suggest to the groups that they try to play their game without waiting for the other groups to start. Within a very few minutes most of the groups will be performing. Often it is advisable to ask the youngsters to perform their game for the rest of the class. It is surprising how many solutions the youngsters come up with.

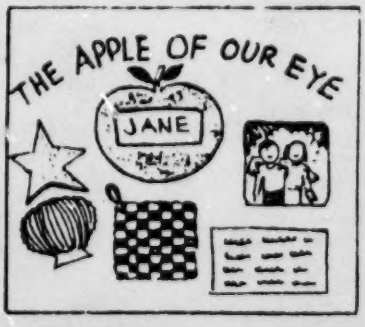
"Another method of introducing problem solving to youngsters that has worked quite well is to take a game with which they are familiar and ask the whole class for solutions to this problem: 'Within the game of prison dodgeball, change the method of moving around the court.' Instantly the hands go up—some youngsters will suggest hopping, three-legged movements, skipping—the list is endless." Try new solutions to other familiar games, too. ■

THE APPLE OF OUR EYE

Each week our classroom features one student on our "The Apple of Our Eye" bulletin board. On Wednesday, a student is secretly asked to be next week's feature attraction. He or she is asked to bring photos, hobbies, collections, crafts, mementos, and so forth, to be displayed on the bulletin board the following week. These items are delivered to the teacher when no one else is around on Thursday and Friday. The student also makes a list of favorites.

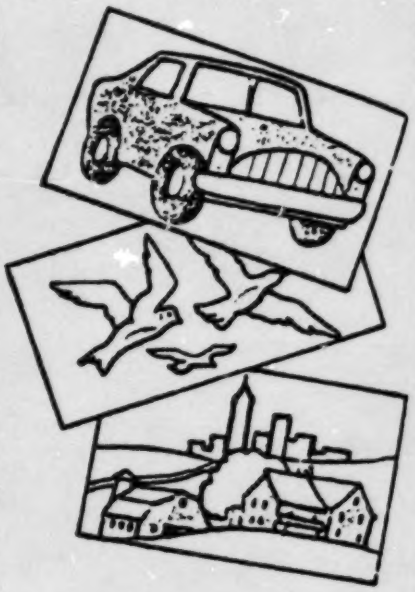
Friday, after school, the new "Apple" is put on the board with the chosen student's name on top.

On Monday morning, all the students rush to check out "The Apple of Our Eye" as soon as they get to school. The "Apple" is given time to tell about his or her special interests and other students ask questions. Other privileges are also given to the "Apple." (Being first in line is a favorite.) On short weeks, the bulletin board features other people around the school (student teachers, tutors, playground supervisors, and so on). I also try to take a photo of each board for the featured student. When a new student moves in, he can be the next "Apple" to help the others get to know him. *SUSAN TESKA*



A QUIET BUS RIDE!

To occupy children on a bus trip, make "I see!" cards by gluing magazine pictures on old playing cards. Use pictures of different cars, trucks, people, buildings, and animals that children are likely to see on their ride. Give children equal numbers of cards and have them hand cards picturing items they see to the teacher or an adult helper. The child who runs out of cards first or has the smallest number left at the end of the trip wins. *MARGARET SHAUERS*

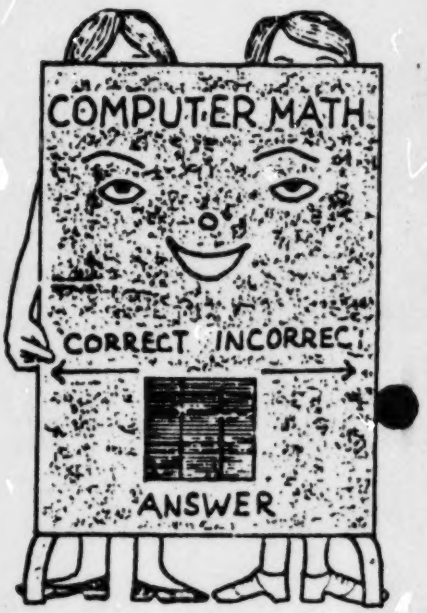


GO AHEAD—BLOW YOUR FUSE

When working on group projects, third graders can easily get disruptive. If my class nears this point of chaos, I quietly turn off the lights and announce the following: "We are having an energy crisis. You have used up so much energy that you have blown my fuse. The school only supplies a limited number of fuses. Unless our work continues with less noise and confusion, another blackout will occur and work will have to stop." This really gets my message across. *ALAN BING*

CORRECTION BY COMPUTER

One of the most tedious student tasks is correction of homework. With a "computer checkout" system tedium is turned into fun! Two students stand behind a chart board covered with paper and designed to look like a computer. Each student represents a battery. There is one correct battery and one incorrect. Seated students read problems with the answer on their paper. If correct, the "correct battery" puts a hand out the side of the computer labeled "correct." If incorrect, the other battery functions. If a student behind the computer misses, another student takes over. *JONATHAN MULLENDER*



COMMUNICATING So no child would have to say, "We never do anything I like," I made sure students had the opportunity to inform me of their special likes. The tape recorder was the vehicle and after brief instructions on its use, time was provided for children to privately tape their messages to me.

No one was required to do this project. It was simply a matter of choice. I use the suggestions of my pupils in making lesson plans for the next month.

In the future, I hope to expand the idea from "I like to . . ." to "I need help with . . ." or "The hardest thing for me to study is . . . Perhaps I can reach someone I am now missing. **Romaine Beidelman**

SUNSHINE NOTE

I use "Sunshine Notes" to communicate with the parents of kindergartners. With pinking scissors, I cut circles from orange and yellow construction paper. Then I write special little comments on a note and pin it to the kindergartner. The note may say "Jeff had a good math paper today" or "Angelica was very helpful this morning." Children wear their notes home with pride, and parents learn not to dread a note from the teacher. *JO FREDELL HIGGINS*

RECIPES FOR PARENTS

Do parents frequently ask you, "What can I do to help my child at home?" Answer by giving them some of your favorite recipes! On recipe-card-size paper, type and duplicate ideas using free or inexpensive materials for simple learning projects. A sample card might read as follows:

Comic Fun

Cut one of your child's favorite comic strips from the Sunday paper. Cut the separate frames of the strip apart and mix them up. Have your child arrange them in the proper order. Try this same activity with short sentences. Some comic books can also be used this way. Have younger children arrange pictures and make up their own story about them.

PATRICIA SHELMAN

TEN WAYS TO LINE UP

Here are 10 different ways to have a class line up for recess, bathroom break, and so forth.

1. Assign letters A-Z (some students may get more than one letter). Call out given names of different students. If the assigned letter is in the name, line up.
2. Call letters. If the letter is in child's first name, line up.
3. Call specific colors of clothes being worn.
4. Name letters in random order. If the letter named is a child's middle initial, he may get in line.
5. Name teachers of previous years. Students line up as name of a teacher they've had is called.
6. Students put heads down. Have a student go around and gently tap students on the head. As students are tapped, they line up.
7. Call out kinds of pets. Children line up as their kind of pet is called. (Remember to include no pet at all.)
8. Assign letters A-Z. Those students with a letter in the name of the day of the week it is, line up first.
9. Number off by 6s. Give simple math problems that match the numbers. Leave by corresponding answers.
10. Children add total number of letters in their first and last names then line up from smallest to largest numbers.

ROSALIE MILLER

LOOK WHO'S HERE

Take attendance at a single glance with this easy method. Obtain a snapshot of each child in your class. Glue the photo to a square of oak tag on which the child's name is printed. Hang the pictures on cup hooks screwed into a bulletin board. When students enter the room at the beginning of the school day, they turn over their names, showing their pictures. At the end of the day, they turn the pictures back to the printed name. (If a second set of photos can be taken at the end of school, students enjoy comparing and observing how they have grown and changed during the year.)

LINDA NOLL

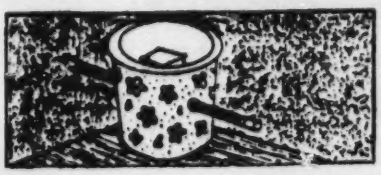
TIME CAPSULE Before studying a unit, such as a country of Africa, I call on students to tell me all they think they already know about the place—the people, language, customs, cities. Whatever information the speaker gives is recorded undisputed and kept in a "time capsule," which is a paper cup with the open end covered by a piece of paper. This is then suspended from the ceiling with a piece of yarn. There it remains until the end of the unit at which time it is opened and read. Students enjoy hearing their former misconceptions.

Sandra J. Frey

A NEAT TRICK

Remember when you were six or seven years old and believed in the Tooth Fairy? I still believe in the magic of a "Desk Fairy"! Several times during the year our class has a surprise visit from the "Desk Fairy." She comes after school is over and places a small toy or treat in each desk that is in order. Since no one knows when the fairy may come, desks are kept tidy almost all the time!

JANET WEEKS



WHERE IS MY ERASER?

Pencils and erasers are always getting lost even in the most organized classroom. To help keep loss at a minimum, I use masking tape to secure a paper cup holder on the corner of each child's desk. The pencil is pushed through opposite holes in the sides of the cup and the eraser is stored in the bottom where it can be easily found.

PAT LOSEY

HOW TO ORGANIZE YOUR CLASSROOM

Materials you need to have at hand:

stapler
paper clips
thumb tacks
tape
glue
construction paper
scissors
penmanship paper
school supplies for first day
(sharpened pencils, crayons, etc.)
dictionary
chalk and erasers
rulers
trash can
rags to clean board
felt tip pens
good news notes
pencil sharpener
flag
fire escape route

Packaging Materials:

file folders
dish drainer to organize folders
jars and small boxes to store game pieces
egg cartons to store scissors, magic markers
file trays
cardboard storage boxes
sewing cutting boards for display
shoe boxes
detergent boxes (cut off tops and use for storage)
file system for completed work

Methods to organize yourself:

Use a personal appointment calendar
Learn to make lists
Allow yourself time to organize BEFORE students arrive each day
Have your desk organized
Answer all memos promptly---then file them
Set up a file system with labels such as: office, department chairman, parent correspondence, catalogs, policy, cartoons, seasonal material.
Keep a copy of all testing materials
Keep a copy of all memos given to students
Keep a miscellaneous file of materials, ideas, etc.
Things to include in EMERGENCY LESSON PLANS you will leave a substitute: name of co-worker, schedule of classes, parking space, seating charts, lunch information, extra copy of school forms, personal duties, list of instructional groups, name of two reliable students, at least one day's instructional materials that reinforce basic skills (ditto copies for each student), creative writing activity, allow bonus points for work done as a reward for good behavior. Do not expect the substitute to teach new material---leave simple but detailed instructions.

In order to keep your room, your students, and yourself organized you will not be able to leave with the daily dismissal bell. Organization for tomorrow depends on work done today. Remember: failing to plan means that you plan to fail!

EXAMPLE I

Teacher Directed Activity — Non-Center Activities

In Example I, the teacher works with small or large groups while other students use non-center activities. After students have finished assigned non-center activities, they may select a learning center.

<table>
<tr><th rowspan="2">GROUP</th><th colspan="4">T I M E</th></tr>
<tr><th>9:30-10:00</th><th>10:00-10:30</th><th>10:30-11:00</th><th>11:00-11:30</th></tr>
<tr><td rowspan="2">A</td><td rowspan="2">Teacher Directed Activities</td><td>Non-Center Activities*</td><td>Non-Center Activities</td><td rowspan="2">Teacher Directed Activity</td></tr>
<tr><td>Learning Centers when finished</td><td>Learning Centers when finished</td></tr>
<tr><td rowspan="2">B</td><td>Non-Center Activities</td><td rowspan="2">Teacher Directed Activity</td><td>Non-Center Activities</td><td rowspan="2">Teacher Directed Activity</td></tr>
<tr><td>Learning Centers when finished</td><td>Learning Centers When finished</td></tr>
<tr><td rowspan="2">C</td><td>Non-Center Activities</td><td>Non-Center Activities</td><td rowspan="2">Teacher Directed Activity</td><td rowspan="2">Teacher Directed Activity</td></tr>
<tr><td>Learning Centers when finished</td><td>Learning Centers when finished</td></tr>
</table>

*Non-center activities refer to activities such as workbook assignments, dittoed pages or chalkboard projects.

EXAMPLE II

Teacher Directed Activity — Non-Center Activities — Scheduled Center Time

In Example II, special, separate "center time" is set aside on specific days. During the center time, all students work with centers while the teacher is available to offer assistance when needed. The period set aside for center time might be brief or extensive, depending on the number of centers available, the experience of the students in working independently, and the purpose for which the centers are being used.

GROUP	TIME				
	9:30-10:00	10:00-10:30	10:30-11:00	11:00-11:30	11:30-12:00
A	Teacher Directed Activity	Non-Center Activities*	Non-Center Activities	Teacher Directed Activity	CENTERS
B	Non-Center Activities	Teacher Directed Activity	Non-Center Activities	Teacher Directed Activity	
C	Non-Center Activities	Non-Center Activities	Teacher Directed Activity	Teacher Directed Activity	

*Non-center activities refer to activities such as workbook assignments, dittoed pages or chalkboard projects.

EXAMPLE III

Teacher Directed Activity — Center Activity — Seatwork/Workbook

In Example III, students might be involved in teacher directed activities, in workbook/seatwork activities, or in center activities. Variations of this model could be used for one area of the curriculum, or for several curriculum areas. This example illustrates the type of flexible grouping which is possible when centers are used in the classroom.

GROUP	TIME					
	9:30-10:00	10:00-10:30	10:30-11:00	11:00-11:30	11:30-12:00	
A	Teacher Directed Activity	Non-Center Activities*	Centers	Teacher Directed Activity	Non-Center Activities	CONFERENCES
B	Centers	Teacher Directed Activity	Non-Center Activities	Teacher Directed Activity	Centers	
C	Non-Center Activities	Centers	Teacher Directed Activity	Teacher Directed Activity	Centers	

*Non-Center activities refer to activities such as workbook assignments, dittoed pages or chalkboard projects.

EXAMPLE IV

Teacher Directed Activity — Center Activity

In Example IV, students are involved either with teacher directed activities or with center activities. The students use centers in place of assigned seatwork activities. Variations of this model could be used for one area of the curriculum, such as language arts, or for several areas of the curriculum. It might be applied to team teaching situations as well as non-teamed situations.

GROUP	TIME				
	9:30-10:00	10:00-10:30	10:30-11:00	11:00-11:30	
A	Teacher Directed Activity	Centers	Centers	Centers	CONFERENCES
B	Centers	Teacher Directed Activities	Centers	Centers	TEACHER
C	Centers	Centers	Teacher Directed Activities	Centers	

COMPETENCY XII: DEMONSTRATES ENTHUSIASM FOR TEACHING AND LEARNING AND THE SUBJECT BEING TAUGHT.

Indicator 1. Communicates personal enthusiasm.

Indicator 2. Stimulates learner interest.

Indicator 3. Conveys the impression of knowing what to do and how to do it.

COMPETENCY XII, Indicator 1

ENTHUSIASM

Ways the teacher can exhibit enthusiasm for teaching and learning:

By using new materials and/or methods in his/her class each year and constantly looks for better ways to teach.
By willingness to commit the time and effort necessary to draw on different media and methods of learning.
By acting like and believing that his subject is the greatest, his students are the greatest (as people if not as scholars).
By being well-acquainted with subject matter.
By portraying enthusiasm through his/her actual interaction with students.
By permitting a relaxed atmosphere in addition to structured class management.
By being a vivacious person.
By showing enthusiasm for the material being taught and relating its relevance to students.
By providing well planned activities that vary from day to day.
By having a pleasant attitude.
By having a sense of humor.
By having an attractive and functional room.
By voluntarily taking courses without being required to and putting more than the required 8-4 hours in the job.
By making positive comments to coworkers, family, and friends about teaching.
By reading current literature in subject area.
By being flexible; able to discard and rework lesson plans in a flash.
By admitting he "doesn't know".
By sharing new insights and knowledge with students (as equals-both are in the learning process).
By demonstrating willingness to adapt to individual (class and student) situations.
By working <u>with</u> students instead of teaching <u>at</u> them.
By staying in the classroom, not the office or lounge.
By being concerned above all with student performance as measured by a variety of testing procedures.
By using planning time wisely.
By being consistent.

COMPETENCY XIII: HELPS LEARNERS DEVELOP POSITIVE SELF-CONCEPTS.

Indicator 4. Demonstrates warmth and friendliness.

Indicator 5. Demonstrates sensitivity to the needs and feelings of learners.

Indicator 6. Demonstrates patience, empathy and understanding.

COMPETENCY XIII, Indicator 4

SELF-ESTEEM INVENTORY (SEI)

Please mark each statement in the following way:
If the statement describes how you usually feel, put a check (✓) in the column "LIKE ME."
If the statement does not describe how you usually feel, put a check (✓)in the column "UNLIKE ME."
There are no right or wrong answers.

	YES	NO
	LIKE ME	UNLIKE ME
1. I spend a lot of time daydreaming.		
2. I'm pretty sure of myself.		
3. I often wish I were someone else.		
4. I'm easy to like.		
5. I never worry about anything.		
6. I find it very hard to talk in front of the class.		
7. I wish I were younger.		
8. There are lots of things about myself I'd change if I could.		
9. I can make up my mind without too much trouble.		
10. I'm a lot of fun to be with.		
11. I always do the right thing.		
12. I'm proud of my schoolwork.		
13. Someone always has to tell me what to do.		
14. It takes me a long time to get used to anything new.		
15. I'm often sorry for things I do.		
16. I'm popular with kids my own age.		
17. I'm never unhappy.		
18. I'm doing the best work that I can.		
19. I give in very easily.		
20. I can usually take care of myself.		
21. I'm pretty happy.		
22. I would rather play with children younger than me.		

	YES LIKE ME	NO UNLIKE ME
23. I like everyone I know.		
24. I like to be called on in class.		
25. I understand myself.		
26. It's pretty tough to be me.		
27. Things are all mixed up in my life.		
28. Kids usually follow my ideas.		
29. I never get scolded.		
30. I'm not doing as well in school as I'd like to.		
31. I can make up my mind and stick to it.		
32. I really don't like being a boy-girl.		
33. I have a low opinion of myself.		
34. I don't like to be with other people.		
35. I'm never shy.		
36. I often feel ashamed of myself.		
37. I often feel upset in school.		
38. I'm not as nice looking as most people.		
39. If I have something to say, I usually say it.		
40. Kids pick on me very often.		
41. I always tell the truth.		
42. My teacher makes me feel I'm not good enough.		
43. I don't care what happens to me.		
44. I'm a failure.		
45. I get upset easily when I'm scolded.		
46. Most people are better liked than I am.		
47. I always know what to say to people.		
48. I often get discouraged in school.		
49. Things don't usually bother me.		
50. I can't be depended on.		

Shooting for the Stars!

Great News:

Run this copy through a Thermafax machine to make a stencil so you can send good news messages to the student or home.

COMPETENCY XIII, Indicator 5

99 WAYS TO SAY VERY GOOD

Everyone knows that a little praise goes a long way in any classroom. But a little praise really needs to be something more than the same few phrases repeated over and over ad nauseum. Your students need more than the traditional "Good," "Very Good" and "Fine" if encouragement is in the cards. Here are some additional possibilities.

1. You're on the right track now!
2. You've got it made.
3. SUPER!
4. That's RIGHT!
5. That's right!
6. You're really working very hard today.
7. You are very good at that.
8. That's coming along nicely.
9. GOOD WORK!
10. That's much better.
11. I'm happy to see you working like that.
12. Exactly right.
13. I'm proud of the way you worked today.
14. You are doing that much better today.
15. You've just about got it.
16. That's the best you have ever done.
17. You're doing a good job!
18. THAT'S IT!
19. Now you've figured it out.
20. That's quite an improvement.
21. GREAT!
22. I knew you could do it.
23. Congratulations!
24. Not bad.
25. Keep working on it. You're improving.
26. Now you have it.
27. You are learning fast.
28. Good for you.
29. Couldn't have done it better myself.
30. INCREDIBLE!
31. One more time and you'll have it.
32. You really make my job fun.
33. That's the right way to do it.
34. You're getting better every day.
35. You did it that time!
36. UNBELIEVABLE!
37. Nice going.
38. You haven't missed a thing.
39. Wow!
40. That's the way!
41. Keep up the good work!
42. TERRIFIC!
43. Nothing can stop you now.
44. That's the way to do it!
45. SENSATIONAL!
46. You've got your brain in gear today.
47. That was first class work.
48. That's better.
49. EXCELLENT!
50. That's the best ever.
51. You've just about mastered that.
52. PERFECT.
53. That's better than ever.
54. Much better!
55. WONDERFUL!
56. You must have been practicing.
57. You did that very well.
58. FINE!
59. Nice going.
60. You're really going to town.
61. OUTSTANDING!
62. FANTASTIC!
63. TREMENDOUS!
64. That's how to handle it!
65. Now that's what I call a fine job.
66. That's great.
67. Right on!
68. You're really improving.
69. You're doing beautifully.
70. SUPERB!
71. Good remembering!
72. You've got that down pat.
73. You certainly did well today.
74. Keep it up!
75. Congratulations! You got ___ right!
76. You did a lot of work today.
77. Well, look at you go!
78. That's IT!
79. I'm very proud of you.
80. MARVELOUS!
81. I like that.
82. Way to go!
83. Now you have the hang of it!
84. You're doing fine.
85. Good thinking!
86. You are really learning a lot.
87. Good going.
88. I've never seen anyone do it better.
89. Keep on trying!
90. You outdid yourself today!
91. Good for you.
92. I think you've got it now.
93. That's a good (boy/girl).
94. Good job, (student's name).
95. You figured that out fast.
96. You remembered!
97. That's really nice.
98. That kind of work makes me happy.
99. It's such a pleasure to teach when you work like that!

COMPETENCY XIII, Indicator 6

100 WAYS TO HUMANIZE A CLASSROOM

FOCUSING ON THE CHILD:

1. I will try to develop in my children a greater sense of awareness in their everyday surroundings. To appreciate and maintain the good and to decide what needs to be changed.
2. I will be aware of situations that occur outside of school (home life) that affects the child.
3. I will encourage the child to accept himself as he is and to accept others as they are.
4. I will encourage individual interests daily.
5. I will watch my children at play.
6. I will try to remember that each child is an individual and therefore, has individual needs. I will make a greater effort to understand the individual needs of each child and try to meet these needs in a more human way.
7. I will attempt to identify the children's learning modalities, and provide learning environments - visually, auditorily, tactile, kinesthetic.
8. I will have small groups of four or five children come each day during first week. In this way I can work with these four or five children to get acquainted with them and get them acquainted with my open classroom.
9. I will encourage my children to think more as individuals and to individualize my approach in more subjects.
10. I will take into account individual differences and work with a child where he is. I'll note his interests and use them as an educational tool.

COMMUNICATING WITH THE CHILD:

11. I will respond to disruptive behavior objectively rather than emotionally.
12. I will laugh with my children.
13. I will demonstrate daily that I have the ability to understand and listen to the child's point of view by responding positively during a dialogue with that child.
14. I will create within each child a positive "self-image."
15. I will let each student know that I care about him as an individual!
16. I will through my actions as an individual exhibit my feelings of love and concern for each student as an individual.
17. I will supplement teacher talk with some recognizable physical contact (tap on the shoulder, hand on the arm, etc.) to show my desire to communicate with him (her) as an individual.
18. I will begin by sharing some of my own interests and offering my friendship to the children.
19. I will share my feelings with the students and encourage them to do the same.
20. I will be generous with praise to children in both private and individual situations as well as in group and public situations.
21. I will announce to my students that they will be able to go to the school library any time during the day that they want to.
22. I will whenever possible greet and welcome each student individually at the beginning of the day and say good-by to each student individually at the end of the day.
23. I will attempt to have each child identify at least one positive feeling towards a specific activity which happened that day.
24. I will encourage sharing in the classroom whether it be an object, thought or feeling.
25. I will listen to the children and try to determine their interests in order that I may be able to provide materials to encourage these interests.
26. At least once a day, I will find the time and incident when I can say to each child, "I like what you are doing."
27. I will provide an opportunity for children to talk about themselves, and encourage them to like themselves. 105

28. I'll put a big envelope on wall so children can write notes to me.
29. I'll put a large sheet on wall. Children can write only positive things about another child.
30. Teacher writes positive statements on board about the class or write a positive note to child.
31. I'll have a "Pow-wow" table. Child who feels need to talk can go to the table and this will initiate discussion.

PROVIDING INTERESTING ACTIVITIES:

32. I will work more with values so that the children can apply what they have learned to every day real situations.
33. I will avoid unfair and ruthless opportunities for competition in the classroom.
34. I will design activities which give children direction, but also enable them to move beyond the directed activity into their own independently designed work.
35. I will appoint a child to plan a friendly opening each day.
36. I will structure activities so that each child has a reasonable chance for success during the time allotted. The activities will not be too hard, not too easy, not too vague, not too dull and not too long ranged.
37. I will enable children to succeed by structuring individual activities in which each has a chance to excel.
38. I will provide a program of individualized instruction in reading and math.
39. I will schedule one period a week to do fun things. I'll begin with one subject and allow one period a week of that subject to have optional assignments.
40. I'll make a list of free films and allow individual children or small groups of children to select films they wish to see.
41. I'll make assignment cards so children can work at their own rate of speed.
42. I'll have children bake goods and sell them.
43. I'll use video tape to film children. . . especially children in an activity. . . Then I'll show them the video tape
44. Put assignment on tape. Let children use tape recorder.
45. I'll read to the entire class to help class keep class identity.
46. I'll design "contracts" for children. Require 3 signatures; child, teacher, and parent.
47. I will start to develop a token economy to be used as a motivating factor in accomplishing needed skills.

SHARING DECISION MAKING RESPONSIBILITY:

48. I will allow greater participation by the students in deciding time allotment and room design.
49. I will begin having class meetings to discuss problems which arise. I will involve the children in deciding on the solutions to problems.
50. I will provide opportunities for each student to make concrete decisions concerning his learning activities and daily schedule. For example, he could make his own schedule for part of each day.
51. I will be inconspicuous in order to allow students to take the lead in activities and in decision making.
52. I will provide the opportunities for the children to make more decisions so they can develop a greater sense of responsibility.
53. I will be a resource person and help children find material they decide they need rather than being the one to decide.
54. I will make sure that student and I work on expectations and goals together.
55. I will consult the class in deciding on activities to do and rules to follow.
56. I will have children help me plan for long term projects that are of interest to them.
57. I will involve the children in teaching. They can and should teach one another. It creates a certain kind of bond. They will teach me.
58. I'll allow children to select their work group.
59. I'll promote peer teaching that is children teach children. I'll encourage child who teaches to have sign up sheet for those who want to take the course. I'll also invite older children and parents to teach mini-courses.

60. I'll allow children to work with me on developing ground rules for our class as long as it is clear that society and the school have demands that must be worked into classroom procedures.

CHANGING THE PHYSICAL SETTING:

61. I will get rid of some desks and create a pleasing environment where there is space to move around.
62. I will change the environment occasionally so children find everything fresh and exciting rather than the "same old thing".
63. I will create child-centered situations where everyone has a chance to "teach".
64. I will try to make my classroom a place "where the action is" rather than part of a morbid institution.
65. I will provide free access to materials for on-going projects so that children can work on them when they desire.
66. I will provide things that prompt discussion and give children a "seed" for ideas to grow.
67. I will bring into my classroom more materials for children to "do" with.
68. I will have surprise exhibits such as a litter of pups, white rabbits, unusual type plants so that children will want to come to the classroom.
69. Have a feedback box in which children can write annonymous notes to me about what they like or don't like about school.
70. I will tape clothespins all around the wall of the room and put each child's name abouve them so that he has an individual mailbox so I can return things to him easily and the children and I can write notes to him easily.
71. I willhave a large open space in the middle of my classroom so we can sit in a circle and have discussions.
72. I will provide a daily schedule sheet for each child which shows designated classes and activities times and also free times in which the child can schedule his own activities.
73. I will have a list of duties that the children will decide upon and do daily. these jobs will rotate on a weekly basis. I will provide time in the day for the children to maintain a pleasant environment.
74. I will create within my classroom a "private place" for the student that feels a need to be alone.
75. I will establish an interst center. I'll begin with one area in which I feel comfortable and create a pleasant environment.
76. I'll move furniture around to form work areas for children.
77. I'll scrounge materials for my classroom. I'll put and ad in paper for materials and check federal surplus depots.
78. I'll allow children to design their own work space. I'll allow them to bring a cardboard box or something he can utilize for his own.
79. I'll encourage children to design their own games and establish a game area.
80. I'll take pictures of children, get pictures blown up and placed around the room.
81. I'll have bookshelves on which books can lay flat so covers show rather than the binder.
82. I'll turn the teachers desk into a learning center.

WORKING OUTSIDE OF THE CLASSROOM:

83. I will take the class on more field trips. I will create field trips and excursions that make learning situations relevant.
84. I will involve resource people other than those who are normally considered teachers. For example, I'll invite parents to come and work with me. I'll ask the custodians, cooks, superintendent and bus driver to come in and teach.

85. I will look for an aid or paraprofessional to give remedial help to children who are having difficulties.
86. I will communicate with other teachers more so that we can better understand what we are doing.
87. Each day in the teacher's lounge I wll share with a friend at least one positive experience which I feel has resulted from humanizing my classroom.

BECOMING A MORE INTERESTING PERSON:

88. I will attempt to learn from the children so that we may share the experience of learning.
89. I will continue to contemporise myself so my ideas and teaching methods are always relevant and meaningful to my students.
90. I will continually keep my eyes open for new ideas,effective situations, so that my program can always grow and improve.
91. I will smile.
92. I will try to set a better example for them to follow by thinking more about my gestures and actions to them and others. For example: I will not demonstrate disinterest, dislike, or brush off children.
93. I will continue to be myself. Children appreciate honesty. I do not mind spontaneous laughter, tears, etc. I will not be phony! I'll be authentic.
94. I plan to be more flexible in my role as teacher, thereby creating a more relaxed feeling within the classroom enviornment.
95. I'll take fifteen minutes each day and not say a word, I'll listen to children; observe them. The I'll expand quiet time by thirty minutes. Observe just one child.

EVALUATING DIFFERENTLY:

96. I will identify the child who has a learning disability and structure activities for him so that he can succeed.
97. I will evaluate the performance rather than the child.
98. I will allow my students to make mistakes without penalty.
99. I will talk more with children about their own progress in order to encourage them to take responsibility for their own learning.
100. When making value judgements concerning student performance I will phrase the judgement in the first person in order to avoid making universal statements about the child.

COMPETENCY XIV: MANAGES CLASSROOM INTERACTIONS

Indicator 7. Provides feedback to learners about their behavior.

Indicator 8. Promotes comfortable interpersonal relationships.

Indicator 9. Maintains appropriate classroom behavior.

Indicator 10. Manages disruptive behavior among learners.

COMPETENCY XIV

CLASSROOM MANAGEMENT

SOME PRECEPTS FOR CLASSROOM CONTROL

1. Learn names of students.

2. Set your standards early. Good classroom control is established during the first days - in fact, during the first minutes of school.

3. Let students know that you like them. Good disciplinarians give children a feeling they are liked - but not an over friendliness.

4. Cultivate a pose which is friendly, but which demands respect. Work on this diligently.

5. Try to emphasize the positive. See that each child has some successful experiences. The old bromide that"nothing succeeds like success" is an integral part of good discupline. Students who face failfure consistently will become dissatisfied.

6. Make your disciplinary actions consistent, just, constructive, and inevitable. Children respect a predicatable and consistent course of action. Actions that are deemed unacceptable by the teacher on Monday should also be deemed unacceptable by the teacher on Friday. Avoid threats especially empty threats. Be prepared to follow through on what you say.

7. Avoid group punishment like the plague. Punish offenders, not the innocent. (Children should not "take names" of the other children for punishment.)

8. Do not humiliate students and do not use sarcasm. When a child is humiliated or backed into a corner psychologically, he will lash back since having lost self-respect in front of the class, he has littel to lose.

9. Avoid using school grades as a threat. A teacher's threatening to lower grades as a means of punishment does not build good relationships.

10. Know the background and problems of each child.

11. Know yourself. Take a good look at yourself and your teacing procedures from time to time. Do not allow your own personal problems to affect your pupils. Realize your limitations and try to correct them Above all, bring to the school an honest feeling of likeing for your work.

12. Use the principal as a resource person before problems get out of hand. Prevention is the better part of discipline.

13. Do not assign extra school work as punishment. Homework as punishment may cause students to dislike the subject matter. (Each child is different- to be treated as an individual).

14. Cultivate your own special disciplinary techniques. A stern look and an effective pause are effective techniques used by teachers. Code signals are handy.

15. Keep a simple record of incidents committed by recurrent offenders. (These should be objective comments) The simple technique of recording dates and incidents of recurrent offenders on an ordinary 3 x 5 card is an invaluable administrative technique.

16. Involve the parents of students who constantly misbehave.

17. Teach an interesting, varied lesson.

18. Check classroom environment.

19. Mind your manners and voice. Don't raise voice when children become noisy. This only causes them to become louder. Try to lower your voice.

20. Set limits - do not have laissez faire attitude.

21. Plan - plan - plan - plan - plan.

22. Do not use corporal punishment. Principal is to do this.

Some disciplinary measures that may be effective are:

1. A stern look or signal.
2. Seperating offender from rest of class(A mediation corner" formed by placing filing cabinet abour two feet from the wall in a corner works effectively in primary rooms.) It is best not to send a child into the hall to stay for any length of time
3. Denying privileges.
4. A quiet conference with the child.

BASIC SKILLS IN TEACHING SELF DISCIPLINE

1. Be personal with the student.
2. Deal only with the student's present behavior.
3. Ask the student "what" he is doing - never "why".
4. His own actions must be identified by the student.
5. A value judgement must then be made by the student.
6. Teacher and student work out a plan of action that will help the student to do better.
7. Some kind of verbal or written contract is made between student and teacher.
8. If the plan does not work, the plan is at fault, not the student - there are no recriminations.
9. A new plan is made and a new contract is agreed upon.
10. Make plans simple, short-range, and possible for the student to follow.
11. Self-discipline is taught in short, easy steps, plan by plan and day by day.
12. If several plans in the course of a day do not work with a given student, the principal may be asked to help.

13. The principal follows the same procedure as the teacher.

14. In cases which the teacher and principal have tried this method conscientiously and found it not be be successful, it may be necessary to send a student home for the remainder of the day. He should be allowed to return the next day and begin again.

Dr. Rambo
DeKalb County

THE DIFFERENCE BETWEEN PUNISHMENT AND DISCIPLINE

PUNISHMENT	DISCIPLINE
1. Expresses the power of a personal authority.	1. Based on natural or logical consequences expressing the reality of the social order (Rules that must be learned to function adequately)
2. Is imposed by someone. Responsibility is assumed by the punisher.	2. Responsibility is assumed by the individual, comes from within.
3. Options for the individual are closed.	3. Options are kept open to individual, come from within.
4. A teaching process which usually reinforces failure ideality, essentially negative and short term without personal involvement.	4. An active teaching process involving close sustained involvement.
5. Open or concealed anger.	5. Friendly.
6. Easy or expedient.	6. Difficult and time consuming.

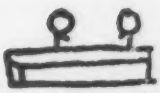
Contract

Date: _____

I will earn ✓s each day for

✓ raising hand to speak....

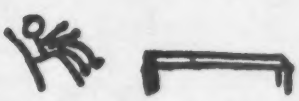
✓✓✓ helping others....

✓✓ working at each center... 

I will lose checks (✓) each day for

✓ talking out ...

✓✓✓ fighting ...

✓✓ not working... 

At the end of the week... I may...

✓✓✓////////////✓✓✓ =

1. extra recess time
2. "good" note home
3. extra art time
4. Hershey bar

Teacher _____ Student _____

Contract

Date: _____

Every time the bell rings if I am...

— working
— listening to the teacher
— helping someone

I will earn 1 point. If I am not, I will lose 1 point.

Each day I may trade/ my points in or save as follows:

5 points = eating lunch outside

10 points = 5 min. extra recess

25 points = working on special project for 30 minutes.

50 points = ?

Teacher _____ Student _____

DISCIPLINE MATTERS

Every classroom teacher spends a great deal of time worrying about things that have already happened in the classroom or things that probably will happen. With this much concern about discipline matters, you will certainly agree that good classroom discipline does matter. The items below will not cure all your ills, but could very well put you on the road to recovery.

1. Careful preparation is a must, and it must be done well in advance. Anticipation of what you will need in your daily lessons will do a lot to make your teaching day run smoothly. Be sure the students work all period. These are essentials to good classroom control.

2. Students appreciate fairness in all matters. They may not like the fact that you may punish them, but they will appreciate the fact that you carried through on what you said you would do. Do not reprimand students in front of their peers. Remember: do you enjoy being called down in front of your fellow teachers? Learn to give praise as well as punishment. TRY to find some good in everybody, and build on it.

3. Don't expect the office to handle all your problems for you. As soon as the students learn that you will not or can not solve your own cases, you have lost a major battle. The principal will be glad to help when you really need his advice or assistance, but he can't do your job for you.

4. Establish your own classroom procedures and policies, be sure your students understand them, and then be CONSISTENT in their daily usage. Students, like adults, appreciate knowing exactly what is being expected of them.

5. Be prompt in calling for conferences with guidance counselors, office staff, the student, or parents. Do not wait until the situation has gotton completely out of hand. Be sure you document each stage of your actions. This will be powerful evidence in future followups.

6. Ignoring problems will not cause them to go away. When something is going wrong, correct it immediately.

7. Do not threaten anything you can't carry out. Once you have shown that you can not or will not follow through on what you have promised, you can not be effective.

8. Learn to use good old common sense. It will save you much time, trouble, and frustration.

9. Most teachers can hear very well, but not all know how to listen. Good listeners often make great teachers.

10. Establish classroom procedures early in the school year, and insist that the students follow them. This will save you much explanation time and students do appreciate having classroom routines.

11. Shouting never accomplished anything but increasing one's blood pressure and creating a sore throat. Learn to control your voice and your temper. Save your outbursts (if you must have them) for very rare occasions---they're MORE EFFECTIVE THIS WAY.

12. Have a Plan B, Plan C, and Plan D as well as your Plan A. These "bags of tricks" can be a lifesaver when the regular lesson fell flat, or finished far ahead of the alotted time.

13. You can be a friend to a student, but he doesn't need you for a pal.

14. Learn to be a performer. Few classroom situations can survive dull unmoving presentations. Be alive, be enthusiastic, be a ham.

15. Recognize that all students are not the same, nor do all students respond the same way to the same lesson. Be versatile.

16. You will never accomplish anything by arguing with a student. Be firm and learn to distinguish when you are arguing instead of discussing.

17. Not all classes will behave all the time. Do not take bad behavior as a personal affront. Reject the behavior, not the children. Find ways to make sure that such actions do not continue.

18. Always look for new and better ways to do things. Read, listen, borrow, attend seminars, but do grow. Ideas are available for the use, so go out and get them.

19. Avoid group punishment if the entire group was not in error.

20. Vary class activities. The saying is indeed old, but "variety is the spice of life."

21. Show that you have a sense of humor. Be capable of laughing at yourself and with the student.

22. When things go wrong, and you were not satisfied with the events of the day---develop an immediate battleplan for the next day. Chances are the problems will not go away, but only grow.

23. Understand all policies on discipline and punishment. Do not ever punish in the heat of anger.

24. Have a place for everything, and see that you stay organized.

25. Keep a file of ideas that worked, and those that didn't. There is no need to keep discovering the wheel.

Prepared by:
Everett Coker
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CLASSROOM CONTROL: 15 WAYS TO GET IT

By Serena Nienstedt

It's a good thing February s a short month because for many of us it's the worst. Take the problem of noise: It rises as the temperature falls and the youngsters are kept inside. Or consider those bad learning habits of theirs that you've been fighting these past six months. The kinks that have cropped up since September seem to freeze into permanence in February. That's why this is an especially good time to review some of the do's and don't's of classroom control.

1. You want them quiet so you can begin:
   Don't say, "Be quiet!" Give a positive direction instead of a negative one. Don't say "I'll begin when everyone is quiet," either, because someone may steal the stage by waiting for almost-quiet before making noise. And if you ask them "Didn't you learn how to obey?" or any other rhetorical question you may well get a "smart alec!" reply.

   Do start giving instructions at the sound of the bell--and let the talkers reap the consequences of not paying attention: mistakes and lost time. Keep it from becoming a major issue by making it easy for them to accept the consequences.
2. You want them quiet so they can finish a project:
   Don't threaten them with "Quiet down or we can't continue" They may test you to see if you really mean it.

   Do give positive directions for quiet, like "Whisper to your partner," or "You may talk to your right-hand neighbor but to no one else."
3. You want them to speak softly:
   Don't yell to get attention. The class will copy you.

   Do speak softly but firmly yourself, setting the pattern for quietness.
4. You want someone to stop what he's doing:
   Don't just tell him to stop doing it. He won't know what to do instead.

   Do tell him what to do instead and why the new activity is better.
5. You want to prevent something (touching things, getting out of line, etc.):
   Don't say "Don't." Some children may want to find out what happens if they do.

   Do awaken the class' appreciation for courtesy, safety, etc., and give positive directions, like: "Stay in line," "Hands behind your backs," etc.
6. You want them to develop a sense of responsibility:
   Don't treat them or speak to them as though they can't be trusted. They may accept your judgement and act to prove you right.

   Do give them responsibilities.
7. You want them to stay in their seats:
   Don't insist on their sitting beyond their endurance.

   Do plan frequent opportunities for physical movement, so they can stretch.
8. You want them to learn from experience:
   Don't shield them from making bad decisions--you want them to become independent thinkers and to learn to survive their mistakes.

   Do give them chances to make decisions to experience the consequences--good and bad. Discuss the consequences as guidance for the future.
9. You want them to improve their work:
   Don't concentrate on their mistakes. It often makes children afraid to speak or act for fear of being wrong.

   Do improve their self-confidence by praising the positive aspects of what they do, as well as showing them where they're wrong.
10. You want them to know an activity is going to be fun:
    Don't say, "We're going to have a lot of fun this month." School is a child's work--admit it. Besides, the child who has had unpleasant school experiences in the past will probably be saying to himself, "Like fun we are."

Do let your enthusiasm serve as a model and let them discover the fun for themselves. Offer your opinion afterward, but don't force anyone to agree with you.

11. You want to teach something you think is new to them.
Don't assume it's new to them. If it isn't, they'll think you're talking down to them. Also, don;t assume they're ready to learn it, because if they're not, their problems at the beginning may prejudice them against the rest of the activity.Do find out what they already know about the subject. If they don't have the requisite background knowledge and skills, teach these first.
12. You want to help a child who can't get the answer:
Don't do it for him.
Do show him how-- but not on his own paper. Explain the steps verbally, then give him a chance to do it himself and explain it back to you.
13. You want to individualize instruction:
Don't start on the first day, and don't start with the whole class. Not all the students may be ready for individualization.
Do study your children to learn their individual needs and have your most capable youngsters be the first to work independently. They'll set the pattern for the rest of the class.
14. You want the whole class to learn something one or two already know:
Don't make the one or two sit there and listen. They probably wont.
Do suggest an alternate activity for them, either seperate from the class or in a leadership role.
15. You want to regain the control that you've lost.
Don't threaten. There my be someone who'll test you to see if you mean it.
Don't contradict yourself. For example, if you say, "This is the last time I'm telling you, " don't say it again five minutes later

Do enlist the cooperation of the class in setting up new rules. (Beware of accepting children's very stringent notions of punishment) Do make changes in the situation so that it's new--new seating, new activities, di different methosd of teaching, etc. Do react to any infringement of a rule, with a reaction suited to the offense--and the offender.

FIFTY SUGGESTIONS FOR MAINTAINING CLASSROOM DISCIPLINE

BE ORDERLY

1. The first requisite of discipline is order, and orderly, wellrun classroom sets the stage for orderly conduct.

2. Maintain the correct physical enviornment. Provide the class with the proper temperature and ventilation. Noise and other distractions should be kept at a minimum.

3. Have a place for everything, Insist that all classroom objects, such as dictionaries, wall maps, posters, easels, reference books, supplies - all be kept in their proper place.

4. Maintain a neat classroom. Students should be impressed with the importance of a neat clean classroom and should be given the responsibility of helping you keep it that way.

5. Establish set procedures. Have a routine in all classroom activities--sharpening pencils, asking questions, obtaining paper, collecting assignments, etc. Having set policies will save your time and also prevent arguments among students.

6. Use seating arrangements as a specific tool to achieve good discipline. When students enter your classroom the first day of school, let them take whatever seats they wish. Since potential troublemakers often take rear seats, and since a few front seats are usually left vacant if there are more seats in the room than there are pupils, you can then casually fill the vacant seats with reluctant backseaters. The pupils have themselves unwittingly helped you head off trouble before your class has really begun!

7. Leave the front desk in the middle of the room (middle row) unassigned. This can then be used during the year as a "Hot Seat" for the immediate alleviation of discipline problems. (It can also serve as a collection and distribution center and as a convenient and strategic place to rest you own weary bones!)

8. After two warnings, break up "talky" combinations and groups of uncooperative or inattentive pupils and/or those bent on sabotaging the class progress. Reseat apart from one another.

9. Set behavior standards immediately. Start the year with definite, imposed controls which can be relaxed gradually as the class exhibits the necessary responsibility. It is always easier to slacken control than it is to tighten up. It is sometimes good practice, especially in grades 7 through 9, for classes to draw up their own codes of conduct (with the teacher as adviser, if necessary) early in the school year.

10. Whatever your individual room standards may be, make sure they are reasonable, kept to a minimum, well understood by the class, and fairly and consistently enforced.

11. Insist on the general rule of only one voice at a time in your classroom (except in special cases, as when the class is divided into working committees). Even in a democracy, if progress rather than chaos is to reign, pupils must learn to be recognized before they speak. Even today in English schools no pupil recites without being recognized by the teacher and standing by his desk to speak.

12. Keep them busy. Get down to business with the bell. Make sure they have work to do immediately.

13. Prepare your plans beforehand. Plan so that all students will have enough work for the whole period. However, since no plan is perfect, have alternative plans and materials to fill unexpected gaps. Planning is your best assurance of preventing indecision.

14. Be definite. Classes are usually quick to sense the indecision of the teacher, and especially the student teacher, who does not know what to do next - or what to have the class do - or who does the same things for too long. Lack of preparation is an open invitation for widespread problem behavior.

15. Set class goals. Giving the class an "idealized" picture of themselves encourages good group conduct.

16. Sell your subject matter. Relate assignments to needs. Teach pupils the things that are meaningful to them. Stress the relationships of what you teach to the pupils' own welfare. No matter how well you have organized your contents, materials, and procedures, if they are not geared to the maturity and interests of a particular class, they invite problem behavior.

17. Motivate your classes and individual pupils by every technique at your command, and keep them motivated. Well-motivated classes and pupils are far less likely to present discipline problems. Prevention of problems is far better than cure. Advanced pupils need challenging work; slower learners succeed with success or with work that they are able to do.

18. Be an adult example of the conduct you are trying to teach.

19. Be yourself. There is no ideal personality for all teachers to emulate; you have to be your own best self. Classes appreciate the genuine article-they are quick to detect anything synthetic or false in a teacher's attitude or personality.

20. Act your age. Students need a teacher-not a pal. The student teacher especially must be friendly, but not familiar. Familiarity Breeds Contempt for younger teachers. You can think as a pupil and understand pupils without becoming one of them. In the classroom you are always the friendly teacher doing a professional job.

21. Insist at all times on respect for adults, for authority in general. Never accept any manner of address except Mr., Mrs., Miss and your last name. Never permit other teachers to be referred to except in this manner.

22 Keep a positive attitude. Negative (punitive) discipline should never be your basic approach. Giving praise, providing opportunities for daily successes, giving encouragement and inspiration--these are positive ways to solve discipline problems.

23. Be kind, but firm. Students need kindness, but they need a firm, guiding hand. A weak, vacillating teacher loses the respect of his students.

24. Be consistent. Nothing is more confusing to a student than a teacher whose standards and values are constantly shifting and changing. Teachers, being human, are subject to moods like everyone else. But moodiness or no, basic values and behavior standards should remain constant.

25. Be fair. Since the pupils in a class will be different, your treatment of each will be different, but will be judicious and fair. A slow child may need a great deal more praise than a bright one. Such handling is not the same as "having pets". Children will accept one, but resent the other.

26. Control your emotions. Don't take poor student behavior as a personal affront. You are the symbol of authority against which the pupils are fighting.

27. Do your best not to dislike the child because of misbehavior Reject the misconduct, but never the pupil.

28. Don't argue. Discuss and explain. But never argue.

29. No one is perfect; we are all human. Be big enough, adult enough, to admit your errors. This often gives a student teacher, especially, a good standing pupil's eyes.

30. However though you feel timid, unsure, "scared", try to project confidence. Zeal for the subject matter will help you "Act The Part" until it becomes natural.

31. Show a sense of humor. Laugh with the class whenever possible. It shows a "Divine Spark" for man is the only animal that laughs at humor.

Good Discipline

32. Don't make an issue of everything Spot REAL trouble and correct it.

33. Don't threaten. Threats not carried out impair your effectiveness.

34. Don't make deals to win popularity.

35. Understand pupils' fads and don't belittle them. One teacher is not going to change the adolescents' world.

36. Faithfully and consistently uphold the school policy as they are set up concerning fads.

37. Never reject the behavior of the entire group. Let them know you LIKE THEM BUT DISLIKE MISBEHAVIOR.

38. Try to win or influence the ringleader in group misconduct.

39. Do not punish the whole group because of misbehavior of several individuals.

40. Never assign academic work as punishment. Do not "Pile It On".

41. Try silence as a means of checking a noise class. Stop dramatically in the middle of a sentence to get attention.

Discipline The Individual

42. Recognize unacceptable behavior as a Symtom. It shows a need for attention, affection or a remedy for fear. It reflects resentment and insecurity.

43. Try to get at the root cause of antisocial behavior. Sympathetic concern encourages students to talk and unburden their troubles Often a teacher is the student's only "friend".

44. Be patient. It takes time to work out discipline problems.

45. Contact the parents promptly.

46. Identify yourself with the class as a whole. Defend the group's best interests.

47. Make the punishment fit the individual-Not the crime. Punishment must be meted to the individual. Some are more sensitive; be judicious.

48. Refrain from humiliating a pupil.

49. Do not punish in the heat of anger.

50. Solve as many of your discipline problems as possible. Send troublemakers to the office only as a last resort.

On the Other hand, the office is there to help you when genuine need arises.

BEHAVIOR MODIFICATION

Behavior Modification is an effective tool for classroom management. It is based on the principle that behavior which is positively reinforced increases in frequency. Delivering positive consequences for appropriate behavior and ignoring inappropriate behavior is the basic technique. However, it must be used properly to insure effectiveness. Below are a few basic rules:

1. Set up reinforcement system. Post this in room. (i.e. How to earn rewards and what rewards earn.)
2. Reinforce immediately.
3. Use reinforcements liberally at first and at critical times of day.
4. If using check marks:
   a. Set up in schedule a time to trade a check marks for more concrete rewards. May be daily or several times a day or weekly, depending on students.
   b. Keep each student's check mark card taped to desk with his name on it for easy access and recording.
   c. Use an unusual colored pen or mark for recording so students may not fill out their own card.
   d. Keep extra cards and pens and rewards in a special place.
   e. Be very definite about how many checks can be earned for what. Never argue!
   f. Students start with 0 checks and earn checks for appropriate behavior, work, etc. As a rule, checks are not taken away.
5. Make a variety of reinforcers available to children and change frequently. Different children will work for different reinforcers. Ask the children what activities or items he wishes to work for.
6. Reinforce only appropriate behavior-attention for inappropriate behavior is reinforcing!
7. Use activities or privileges as reinforcers. They're just as effective and much cheaper. Free time, art projects, extra TV time, extra dessert, etc. are good.
8. Do what you say you will do! Stick to the rules!
9. "Shape" behavior by reinforcing improvements in behavior. reward successive approximations. Lower expectations if necessary so that child may experience success and reward.
10. Slowly require more work for less pay-off.
11. Always pair your intangible, social approval with the concrete, tangible rewards. The goal is to gradually withdraw the tangibles.
12. Be consistent! Give the system a fair try. You can't change behaviors overnight which have developed over years.
13. Be positive! Force yourself to search for Good rewardable behaviors and ignore deviants as much as possible.

BEHAVIORAL CONTRACTS

A Behavioral Contract is an agreement between a student and a teacher (counselor or administrator) in which each agrees to specific conditions. It can be an effective tool in controlling student behavior for several reasons:

1. Terms are very specific so student understands clearly what is expected of him (what behavior he must control).
2. Student helps to set the terms of the contract.
3. Student is responsible for his actions thus controls the consequences of those actions.

PROCEDURE FOR ESTABLISHING A CONTRACT

1. Determine the primary areas of concern (major behavior problems). Limit to no more than five.
2. State in positive terms the corresponding appropriate behavior that the student should work toward to counteract the behavior problem. Make sure that the goals are realistic for student success.
3. Put point value on each appropriate behavior.
4. Determine number of points necessary for obtaining reward.
5. Determine and state specifically consequences (what happens if student does not maintain appropriate behavior). Points are not taken away.
6. Determine reward (what student works for).
7. Go over contract in a conference between student and teacher. Student may have input in first six steps.
8. Determine date the contract goes into effect and date contract will be evaluated or reviewed or terminated. A contract may be set for a specific time period or may be indefinite with specific evaluation or review dates. In the event some of the terms need to be changed, these should be made with mutual consent.
9. Both student and teacher sign contract.

SOME (ADLERIAN) PRINCIPLES FOR DEALING WITH CHILDREN AND A FEW NOTES OF BEHAVIOR MODIFICATION

1. Golden Rule. Do unto others... implies equality of individuals.
2. Mutual Respect. Neither adult nor child should be slave or tyrant.
3. Encouragement. Implies faith in the child as he is, not in his potentiality. A child misbehaves when he is discouraged and believes he cannot succeed by useful means. Child: encouragement::plant: water.
4. Reward And Punishment. Outdated, although reinforcement is not. Children see reward as a right; demand rewards for everythings. They pass on punishment to other children.
5. Natural Consequences. Utilize the reality of the situation rather than personal power. Stimulate proper motivation. Useful except on window-ledges, playing in traffic, etc.
6. Actions, Not Words. In times of conflict. Children tend to become teacher-deaf, act only when voices imply some impending action, only momentarily. Children know (usually) what they should do. Make talking to children only positive--time-outs useful.
7. Withdrawal. If no time-out, and child is annoying, do not reinforce his mistaken behavior by paying attention. The less attention a child gets when he disturbs, the more he needs when he is on track.

8. Do Not Arbitrate Children's Arguments. By allowing children to resolve their own conflicts they learn to get on better with each other. Fights may be provoked to get the teacher involved; we fall for this and reinforce conflict, not learning.
9. Train The Child. Teaching children essential skills and habits is a requirement (here we mean human relations skills). Training <u>now</u> saves time correcting later.
10. Never Do For A Child What He Can Do For Himself. A dependent child is demanding--we underestimate the abilities of children. They become irresponsible only when we fail to give them training where they need it and opportunities to take on responsibility.
11. Understand The Children's Goals. Children act purposively. They work for a place in their group. A well-behaved and well-adjusted child has found his way toward social acceptance; he contributes. The misbehaving child is still trying, in mistaken ways, to gain social status.
12. Four Goals Of A Child's Misbehavior. The child is usually unaware of his goals. His behavior, while illogical to us, is consistent with his orientations.
    1. Attention-getting . . . . . wants attention and service.
    2. Power . . . . . wants to be the boss.
    3. Revenge . . . . . wants to hurt us.
    4. Display of inadequacy . . . . . wants to be left alone.
13. Reactions To These Misbehaviors
    1. You feel annoyed . . . . . want to remind and coax
    2. You feel provoked . . . . . "he won't get away with it".
    3. You feel deeply hurt . . . . . "I'll get even".
    4. You feel despair. . . . . "What'll I Do!"
14. Fallacy Of First Impulse. By acting on our first impulse, we tend to reinforce the child's behavior patterns-to increase the likelihood that these misbehaviors will be more frequent-rather than correct them. Be with-it rather than stimulus-bound.
15. Minimize His Mistakes. Making mistakes differentiates us from machines. We must have the courage to be imperfect-so must children. Build on their strengths, not their weaknesses.
16. Pity Is Dangerous. Leads to self-pity. The can manage with encouragement.
17. No Compensation. By utilizing the full potential of our own constructive influences, we do not have to worry about what others may do, or may have done, to the child. Compensation for the mistakes of others is wise, and over-protection may rob the child of his own courage and resourcefulness. Street-wise children develop school incompetencies and poor situational self-concepts.
18. Classroom Meetings. Gives each member of the class a chance to express himself freely in all matters pertaining to the class as a whole and to take responsibility for the welfare of the class. This is not preach, shrink, or gripe time; each member should deal with what can be done about the situation.
19. Have Fun Together. Help to develop a relationship based on mutual respect, trust, affection, confidence, and feeling of belonging. Playing together, planning together, working together, and sharing interesting and exciting experiences together lead to the kind of closeness that is essential for cooperation and learning.
20. Read: Dreikurs, Phychology in the Classroom
    Glasser, Schools Without Failure

(The above notes are adapted from materials supplied by Dr. Richard Granum, University of Georgia)

A teacher should be prepared for such crucial times of the year as:

1. The first day of the school year.
2. The day of Halloween.
3. The day after Halloween.
4. The first school day after Thanksgiving vacation.
5. The last day before Christmas vacation.
6. The first school day after Christmas vacation.
7. The last day of the first semester.
8. The first day of the second semester.
9. April Fool's Day.
10. The day after April Fool's Day.
11. The last day before Easter vacation.
12. The first school day after Easter vacation.
13. The last day of the school year.

At these crucial times quieting activities should be given, such as:

1. Art work.
2. Multi-text reading lessons.
3. Research work.
4. Setting up standards or reviewing standards already made.
5. Science experiments.
6. Three group reading, two group arithmetic, two group language, etc.

The teacher should establish standards with the class for such unusual events as the following:

1. A new child entering the classroom (accompanied or not accompanied by parents).
2. A child returning after a long absence.
3. A parent (or other adults) visiting the classroom.
4. Workmen who have to check classroom equipment during school hours.
5. A child from another classroom making an announcement.
6. A group from another classroom putting on a play, etc.

Because these times are emotionally or socially "upsetting" and children feel they have to establish themselves, the standards might be as follows:

1. If the person (or group) is addressing us, we give our undivided attention at once.
2. If the person (or group) has come to see the teacher, we go on with our work. We avoid staring.
3. While workmen are in our classroom, we avoid disturbing them. We also avoid staring.

GLASSER'S FORMULA FOR DEALING WITH THE ACTING OUT CHILD

1. Teacher asks herself, "What I am doing now as a means of stopping the unwanted behavior."
2. Teacher must realize that what he/she is presently doing isn't effective and must agree to stop.
3. Teacher must determine a way to make misbehaving child feel better in school. Example: Tell the child that the teacher is glad to see him. Pat child on arm and say, "hello." Let child have some duty that all children would like to do. Tell child he looks nice, sharp or whatever. Teacher must do this everyday.
4. Tell the child the rule. Sit with him alone. Tell him to stop the undesired behavior. No emotional involvement such as anger should be shown by the teacher.
5. If child doesn't terminate behavior, teacher says to child, "What are you doing? Is it against the rules? Stop it."
6. If child continues teacher says, "John, what are you doing? Is it against the rules? We need to talk?" Teacher and student sit in a private area such as corner of the room and talk about the rule. Teacher does not display anger at John's inability to obey rule.
7. Provide a time out place for child. A young child isn't left alone for a long period of time. This area facilitates the child in getting control of himself.
8. If child can't stay where you placed him go through some questions as before. "What are you doing? Is it against the rules? Go to the principal." Principal asks the same questions again. Principal tells child to "stop it." Child returns to class.
9. If child misbehaves again he goes back to principal who asks questions again and who says, "I want you to stop." Principal calls parent. Parent gets child and takes him home. If when child returns to school he continues to break rules go through same process again.
10. If this doesn't work refer child to psychological services.

Essential Ingredients

1. Teacher tells the class the rules. Teacher has as few rules as possible. Children can remember three specific rules much easier than they can remember a fifteen minute lecture on classroom behavior.

2. Teacher works on one rule at a time and only on those that have been previously presented to class.
3. Teacher does not become angry when child breaks rule.
4. The first three rules are the most important. If teacher doesn't abide by these three, Glasser's formula won't help.
5. Rule 3 must be kept and practiced every day.

DISCIPLINE

Lee Canter

Assertive Discipline is a competency-based approach to discipline, designed to provide the skills and confidence necessary to meet your needs without violating the best interests of your students. Assertive discipline does not advocate teachers storming into the classroom and "throttling" any student who opens his mouth. What it does advocate is that teachers utilize a systematic approach to discipline which enables them to set firm, consistent limits for the students, at the same time remaining cognizant of each student's need for warmth and positive support. Assertive discipline has been field tested by over 20,000 teachers and principals nationwide. These educators report that its use has reduced behavior problems by 80 percent in their classroom or school.

Why is competency-based training such as assertive discipline necessary? To be frank, you simply were not trained to deal with the classroom management problems presented by today's students. Nationwide, between 15 and 30 percent of all students exhibit emotional or behavioral problems at one time or another during the year. Over 90 percent of these problems are in regular, not special education, classrooms. Even so, nationwide less than five percent of all classroom teachers have had competency-based training in how to teach students with such problems. Research clearly indicates that in order to effectively deal with today's disruptive students, to meet your needs and theirs, you must have specialized discipline training.

Assertive, nonassertive, and hostile teachers

Assertive discipline was developed as the product of seven years of research and evaluation into effective classroom discipline skills. The basic question of the research was: How can teachers get students to behave appropriately in the classroom? To find the answer, "master" teachers were analyzed, those who, given all the problems faced by today's teachers, are still capable of getting their students to behave. It was found that those teachers respond to their students in an assertive manner; they clearly and firmly express their wants and needs and are prepared to back up their words with appropriate actions. In other words, they "say what they mean and mean what they say."

Assertive teachers take the following stands in their classrooms:

- They tolerate no student stopping them from teaching.
- They tolerate no student preventing another student from learning.
- They tolerate no student engaging in any behavior that is not in his best interest and in the best interest of others.
- And most important, whenever a student chooses to behave appropriately, they immediately recognize and reinforce all such behavior.

In other words, those teachers respond in a manner which maximizes their potential to get their needs met, but does not violate the best interests of their students.

Research also focused on what types of teachers did not respond effectively to student behavior. They were labeled nonassertive or hostile. Nonassertive teachers do not clearly or firmly communicate their wants and needs to the students, or if they do they are not prepared to back up their words with actions. They are passive or wishy-washy with students. They lack the skills and confidence necessary to deal effectively with the behavior of disruptive students. Hostile teachers get their needs met, but they violate the best interests of the students. They verbally or physically abuse them...or both!

The following example illustrates how the three types of teachers would deal with disruptive behavior.

A teacher wants the children to work without talking or disrupting each other. During a work period a boy puts his work aside and begins to talk loudly to the children around him.

The nonassertive teacher typically walks up to the boy and asks him to get to work. When he doesn't, she throws her hands in the air and says, "I don't know what to do with you!"

The hostile teacher storms up to the boy and yells, "You have the biggest mouth I've ever seen. Shut it--now--or you'll be sorry."

The assertive teacher walks up to the boy, looks him in the eye, and firmly tells him: "Stop talking and get to work immediately. If you don;t you will have to finish your work during free time!"

Now, here is an example to illustrate how the three types of teachers would respond when a student behaves appropriately.

A teacher has a girl who gets distruptiveduring transition periods between activities. The girl gets very excited, fails to follow directions, and frequently runs around the room yelling. The teacher sets firm limits, and one afternoon the girl cleans up appropriately and comes directly to the rug as instructed.

The nonassetive teacher- assuming a willingness to set firm limits in the first place--neither verbally nor nonverbally recognizes or supports the girl's appropriate behavior.

The hostile teacher typically says to the girl "It's about time I didn't have to chase you around the room to get you to clean your things up and sit down!"

The assertive teacher says to the girl, "I liked the nice job you did cleaning up and followingdirections. You did so well you can sit on my lap and pick the story that I will now read to the class."

How you can become more assetive in you classroom this year
How you can become more assertive in your classroom this year

In order for you to become more assertive and thus more effective in dealing with behavior problems, you will need both confidence and skills.

Most teachers do not have the confidence necessary to "lay down the law" in their classrooms because they have negative expectations of their ability to deal with problem students. Many teachers (and many educators in general) have misconceptions that certain types of students "cannot" behave appropriately at school Among the misconceptions most commonly presented are:

- The child has emotional problems. "He is just too disturbed for me to handle in my class."
- The child has inadequate parents. "Coming from those parents, how can you expect him to behave normally."
- The child is from a low socioeconomic background. "What can you expect from a child raised in that kind of neighborhood."
- The child is of a racial minority. "You know how 'those' kids are; there is no way to get them to behave."
- The child is educationally handicapped. "She's EH, you cannot always expect her to behave."

Those misconceptions are ridiculous. All students can behave appropriately at school. It does not matter whether children are neglected, neurotic, depraved, or deprived, they still can behave. The only children who cannot behave are those with organic problems such as brain damage. Problem students can behave, they just don't want to. When they're with teachers who expect them to behave, and assertively communicate those expectations through both words and actions, those students will choose to behave appropriately. Thus, the first step to assertively dealing with children is for you to raise your expectations of your ability to deal with all students. When you do that, your confidence level will be raised as well.

OVER!!!!!

Along with increasing your confidence, you must increase your skills in dealing with students with behavior problems. The following are the competency skills guidelines research and experience indicate you MUST follow in order to assertively deal with student behavior.

1. You must know at all times what you want your students to do. Know in observable terms the behaviors you want them to engage in. Typical behaviors teachers want from students (remember Elaine's plan?):
   - Follow directions.
   - Stay in seat.
   - Raise hand.
   - Be in class on time.
   - Keep hands, feet, objects to yourself.
   - No cussing or teasing.
   - Bring pen, books, and paper to class.

   Teachers must communicate these wants to students both verbally and visually, i.e., a sign listing behaviors.

2. You must know how to systematically set limits when students do not behave properly. Consistency is the key to setting limits. You must provide a negative consequence for each time a student chooses to behave inappropriately. The consequences must be included in a systematic "Discipline Plan." Here are guidelines for an effective plan.
   - Maximum five consequences:
     First--name on board, warning.
     Second--one check, 15 minutes after school.
     Third--two checks, 30 minutes after school.
     Fourth--three checks, 30 minutes after school and call parents.
     Fifth--four checks, remove from room, goes to principal or vice principal.
   - Have "severe clause" in case student severely disrupts, i.e., student immediately goes to principal.
   - Principal always last consequence in the plan.
   - Plan approved by principal.
   - Principal and teacher must determine what will occur when the student is sent to the principal.
   - Copy of plan must go home to parents.
   - Plan applies to all students in classroom.
   - At the end of the day, all names and checks erased.
   - Never erase a name or checks as a reward for improved behavior.
   - If after three days or less the plan is not working with one or more students, make it stricter.
   - Teacher should share with principal changes in plan.

Here are consequences that have proven effective with severe behavior problems.
In-School Suspension Room--Student suspended from class for remainder of day; on following day to isolation room where:
   - monitored by administrator or teacher; student does academic work in silence if student disrupts in isolation room, one to three hours of extra isolation, student does not participate in recess or lunch, i.e., eats alone, escorted to bathroom.

Tape Record Behavior--Cassette tape recorder placed next to student and turned on if he disrupts; tape to be played for parents and principal.
Send to Another Classroom--Disruptive student is sent to do work alone in another classroom:
   - Use as alternative to sending to principal's office.
   - Plan with another teacher.
   - Student goes for approximately 30 minutes with academic work.

- Student sent to widely different grade level,i.e., first grader to sixth grade.
- Student sent to well-run classroom.
- Student sits alone in back of class and does work; takes part in no class activity while there.
- At end of 30 minutes, student is sent back to regular classroom.
- If student disrupts again, sent for additional 30 minutes in another classroom.

3. You must know how to systematically reinforce the appropriate behavior of students. Effective positive reinforcement of appropriate student behavior is the key to assertively dealing with so many discipline problems.

Verbal Rein forcement Guidelines--Give directions to students; praise two students who comply; praise every student every day.

Positive Notes Home--This si the most effective means available for a K-6 teacher to back up positive verbal responses with actions. Try at least two notes per class per day.

Classwide Reinforcement--This enables all students to earn a positive consequence for their appropriate behavior. Here is an example of an effective classwide reinforcement program "Marble IN A Jar."

- Whenever one or more students behave, a marble is earned for the class.
- Each marble equals one point. When the class earns a predetermined number of points, kids get a reward such as free time.
- The students earn the marbles each day or period.
- The class earns the reward quickly. K-3 should be in one day, 4-6 in one to five days.
- Reward must be something students want.
- Never take marbles out of the jar.
- At the end of each day or period, count up marbles earned and keep a running total.
- When class earns one reward start a new goal.
- Use peer pressure, i.e., no names on board earns a five marble bonus.

Thus, with all these things considered, you have an outline for an assertive discipline plan. Develop your own plan, because you do not have to tolerate behavior problems in your classroom. You have the right to teach, and the students have the right to learn in a disruption-free climate.

REDL'S DIFFERENTIAL APPROACH TO MANAGEMENT (PSYCHOEDUCATIONAL TECHNIQUES)

Permitting

Children need to know what they are allowed to do as well as what they are not to do. Allowing (by stating in rules) certain behaviors eliminates much unnecessary testing to limits. For example, allowing students to sharpen their pencils as need arises.

Tolerating

A teacher must realize that at certain ages, in certain stages of development, inappropriate behavior is common and it is better to tolerate than to try to change. "Silly giggling", etc. in pre-adolescent girls is typical of this kind of behavior.

Interfering

a. Planned ignoring - much inappropriate behavior will exhaust itself if not replenished especially if it was aimed at getting a teacher's attention.

b. Signal interference - non-verbal techniques which convey disapproval are effective in early stages of misbehavior - eye contact, facial frowns, and gestures are examples.

c. Proximity control - moving into a position near a child who is having problems.

d. Interest boasting - if a child begins to be restless, show interest in him or his work by a question or comment.

e. Tension decontamination - use humor to penetrate a tense situation.

f. Hurdle help - don't wait until child gets frustrated and turns to neighbors or other interests. Provide him with help in early stages of classroom assignments.

g. Restructuring the classroom program - don't be afraid to alter your rules, curriculum or classroom environment to better facilitate learning. A simple change in room arrangement can make worlds of difference.

h. Support from the routine - having a definite schedule or routine helps to reduce anxiety since students will know what to expect.

i. Removing seductive objects - teachers cannot compete with baseball pictures or pea shooters so removing these objects saves much disorganization.

j. Antiseptic bouncing - when a child's behavior has gone beyond simple verbal control, it is best to ask him to leave for a few minutes - to get water, deliver messages, etc. This is not punishment, not a trip to the principal but a chance to regain control.

k. Physical restraint - this is used when a child is out of control and threatening injury to self or others. It is not punishment but a method of letting the child know you can control him until he can control himself. The best position for this is to stand behind the child holding his wrist, his arms crossed in front. The child may become outraged and abusive but it is important that the teacher remain calm and keep her tone low and soothing. When the child has calmed down, you can talk with him regarding the problem.

PREVENTIVE PLANNING

What time or activities during the day create the most problem for you? These are times to look closely and re-plan activities.

Contingency Management Techniques:

Positive Classroom Discipline the Systematic Way

Introduction

For years teachers have been asking for theory that also works well in the classroom, and they have not received enough of it. Particularly in the area of classroom management, practical strategies based on a strong foundation of theory have been unavailable. Few colleges of education, graduate or undergraduate, offer a catalogue with a course listing that includes the work "Discipline" in the title. Fortunately for teachers the situation is changing.

Behavioral psychology is demonstrating that effective discipline is not simply a matter of personal charisma or a well planned curriculum. Certainly these things are important, but a good atmosphere for learning also requires the systematic application of the principles of educational psychology. The techniques contained in this section are classroom-tested strategies for bringing the power of behavioral psychology into hands of today's classroom teachers. The contingency management methods described here should be most effective in working with pupils from ages eight through fourteen, but may be adapted to fit situations with other age groups. Each idea has been suggested by one or more teachers and used by many others.

Because all of these methods are based on the systematic application of the principles of behavioral psychology, they will work most effectively for the teacher who possesses an understanding of the principles involved. Teachers who are unfamiliar with these basic principles will want to examine one or more of the books in the bibliography.

Guidelines for Using Contingency Management Strategies

The most effective use of the power of positive reinforcement will be made by teachers who understand the principles described in these books. For teachers who are familiar with those principles, a few additional guidelines will be helpful.

One: Begin by identifying a small number of specific student behaviors (4-5) which you wish to eliminate or encourage. The behaviors you choose should be simple and discrete: e.g., gum chewing, fighting, on-task, punctuality, answering questions, talking out, etc.

Two: Make a poster which displays this list of behaviors and place it in your room where it is easily seen. Refer to it often.

Three: Decide what rewards students can earn when they do well. Post a "menu" which cites available rewards. If you use tokens list the number of tokens necessary to earn each reward.

Four: Begin by announcing that your idea is just a surprise because the students have been doing well. Say nothing about it being something that will continue regularly. Never say that.

Five: Remember to use this only to reward progress toward good or better behavior. You may wish to continue to use other accustomed disciplinary techniques as well, so that if your experiement with being positive does not work as you would wish, you have lost nothing, since you were rewarding only progress.

Six: As soon as your system works, begin to ask for better and better behavior for slightly less and less reward.

Seven: Make it clear from the beginning,when using the simple systems, that students will have to be caught being good by you and that they must be good often in order to be discovered frequently.

If you understand the principles of operant conditioning and behavior modification, and follow the above guidelines, the techniques described here should work well for you. If you have difficulty, double back and do two things: review your understanding of the psychological principles involved; retrace the steps you took in implementing the techniques in your classroom. The problem almost certainly lies in one of these two areas.

Assuming, then, that you do possess a knowledge of the basic principles of behavioral psychology, and that you have the desire to implement positive discipline in your classroom, a number of systematic strategies are presented here for your use. Each one requires relatively little teacher time or materials, compared to the results yielded. Each of these methods can, of course, be modified in dozens of ways.

Positive Reinforcement Techniques: Simple Systems

These techniques are called simple because they do not require record-keeping or make use of tokens and other more complex processes. They do, however, require an understanding of the same psychological principles. If you are a neophyte in contingency management, begin with one or more of these simple systems.

1. Pickel Jar Lottery. The teacher should acquire a large pickle jar , cardboard box, or the equivalent and make up some lottery tickets. Decorate the jar or box as colorfully as possible and place it in full view of the class, announcing the list of behaviors that will win lottery tickets. Remember to post the list of approved behaviors on the wall, and be certain to point our that you must catch them being good, and that they will not receive a ticket everytime they do well. Then set about the process of randomly identifying good behavior. At some prearranged time or day, known or unknown to the class (try both ways), conduct a drawing for one or more prizes. Begin with drawings relatively frequently and, where possible, move to less and less frequent drawings.

2. Punch Your Ticket! This method requires that during class, the teacher distribute small tickets or cards to each student. These tickets can be purchased in printed or blank form from most printing companies, or they can be made from colored tag board or construction paper. They can be as simple or as ornate as you desire. A ticket punch is also necessary, preferably one that will be difficult to duplicate. As students enter the room they pick up their tickets from some spot designated by the teacher and proceed to their seats. Punching tickets can begin at this point if the teacher has, for example, decided to reward being in the seat and quiet before the lesson begins. Tickets can be punched by the teacher, an aide, or by student monitors. The method of ticket punching from this point on depends on the type on instruction occurring during the period. At the end of the period, if students go to another room, tickets are punched at the door (rewarding orderly passage from the room) and then collected and stored in a convenient place until the next time they are needed.

If this strategy works successfully, you can begin stretching the time between rewards by requiring more holes punched for the same rewards. If you have told them that the first card was on a trial basis, you may now tell them, on an individual or group basis, that because they did so well on the trial ticket that you will repeat it. This time, however, they are required to improve a bit, to get an increased number of punches per ticket, or to fill two tickets before reward time. The point is, again, to begin to wean them away from such an artifical system at the very beginning. You must begin, however, with rewards that students are willing to work for.

3. Unexpected Praise. How many times in twelve years of a child's school experience is the average parent contacted to receive praise from teachers or administrators? Almost never. How many times are students sent from the room to receive praise from the principal, counselor, or another teacher? Almost never. To provide the unexpected for parents and pupils the teacher should try catching some kids being good and then, without telling them, call their parents, that night and let them know how well their child did that day or week in school. Almost as effective in producing dramatic results is a personal letter or note saying the same thing. A teaching team can try selecting the half dozen kids, who seem to be having the most trouble behaving, and concentrate for a month on catching them being good (or at least being better). Passing the word on to the parents will often have excellent payoffs. After a month, evaluate the results in one of the team meetings.

A similarly effective procedure is to arrange to send students to the principal, counselor, or another teacher for special praise. This can be an effective experience for adult and student alike.

4. Wind-Up Free Time. An often used and frequently misused contingency management technique involves giving the last several minutes of a class period, or the last hour of a day or week, for "free time". When correctly used this can be a powerful device. When used incorrectly the power can work against the teacher. When using this strategy it is absolutely crucial that the teacher specify, in advance, exactly what the students must do in order to earn this privilege. This particular device must never be used regularly, for students will soon come to view it as their right rather than as the privilege it really is. Finally, and for the same reasons, the teacher must never yield to the temptation to award the free time when it has not been earned.

5. Significant Signatures. Similar to the ticket punch process. Significant Signatures has the advantage of being able to be used by an individual teacher, a team, or a whole faculty. Controlled by the principal, counselor, team leader, or the student's advisor, signature cards (have cards divided into five or six sections) are issued to students who are having trouble in more than one class or with more than one teacher. In a beginning conference the student selects the reward (s) that he or she seeks. At the same time, the adult involved tells the student what must be done to earn the reward.

Each morning the student picks up the signature card from the adult advisor. Throughout the day the student works to earn signatures from teachers who agree that requirements have been met. At the end of the day the card is returned to the advisor. Hopefully, praise will be appropriate. When all the spaces have received signatures, the prearranged reward is given. Future rewards may take two, three or even more cards full of teacher's signatures.

6. Behavior Grab Bag. A technique that is related to the auction strategy described later, but somewhat easier is the Behavior Grab Bag. All that is required is that the teacher acquire a large goldfish bowl or aquarium. Actually, any large container will do, but those with transparent sides are best. This the teacher fills with prizes or with envelopes containing certificates from which prizes can be redeemed. Students may also be invited to bring in prizes or "white elephants" for the grab bag. Teachers will discover that students have access to and will donate some very effective prizes.

The grab bag is placed in some visible spot. From that point on the teacher simply identifies students behaving in some rewardable way. This the teacher does in what appears to the students to be a random, unpredicatable fashion. No one knows when they will be selected, but each student is aware that it could be their turn at any moment. When selected, students go to the grab bag, are quickly blindfolded, and reach into the bag for their prize. No record-keeping is necessary and the teacher may increase or decrease the temper of selection to fit the needs of the group.

7. Pick-A-Card. This device requires that the teacher shuffle one or more decks of playing cards. Students who have been chosen, or who have earned the chance, are invited to choose one of the four suits as their suit. When selected, the student draws a card and turns it over for both the teacher and the student to see. If it is one of the suit chosen by the student, the student receives a reward, or a number of points which can be exchanged for the reward at some later time. To add zest to the game, prizes and points may even vary with the value of the card chosen; e.g., greater prizes going for aces, lesser ones for deuces. Students who act inappropriately may forfeit turns, prizes, or points if the teacher thinks this is necessary.

8. Beat-The-Clock Teachers can often make good classroom use of alarm clocks or simple kitchen timers in the process of contingency management. The clock or timer is set by the teacher and is either visible to or hidden from the students, depending upon which seems to work best. Students who are behaving appropriately when the clock rings are rewarded with prizes or tokens. Students who are not behaving correctly may be asked to record on paper what they were doing when the bell rang.

9. Ribbon Recovery. This strategy requires that the teacher construct a tagboard chart with the names of all the students in equal sized squares. At the beginning of each class period, or week, or month, the teacher attaches five brightly colored ribbons to each student's name. For each infraction of classroom rules, a ribbon is removed. Rewards or tokens are distributed on the basis of the ribbons remaining at the end of whatever time period has been specified.

Ribbon recovery will work even better if the teacher reverses the above strategy and devises a system for adding ribbons for the right behavior rather than removing them for the wrong behavior.

10. Conduct Cards. The teacher buys, or designs from heavy tagboard, a set of sixteen large cards on which the numbers from zero to fifteen are printed in large block style. These conduct cards can be used best by placing them on notebook rings or some other method which allows them to be flipped easily from one number to the next.

Conduct cards can be used in a variety of ways, but the most available one seems to be as "counters". The teacher might, for example, announce that the class has the opportunity of earning a fifteen minute free talk period. A minute of free talk can be earned, the teacher announces, each day that everyone is in there seats when class is to begin. The cards are set at "0" and one is turned for each day the required behavior occurs. When the number "15" is reached the teacher owes a fifteen minute recess break to the students.

The conduct cards can, of course, be used to count any behavior of students or teacher, and can be modified in many ways. The cards can be used in connection with individuals, small groups, or whole class behaviors. It is important, however, that the cards by used to keep track of positive behavior rather than infractions of the rules.

11. Traffic Signals. The teacher sets up a system of traffic signals using either colored light bulbs in a lamp, or if these are unavailable or impractical, traffic lights drawn on brightly colored paper. The colors used are those of the urban traffic signal: red, yellow,and green.

Possibilities for using these signals are limited only by the teacher's imagination. Traffic signals can be used, for example to regulate the level of classroom noise. The hour might begin with the green (Go) light on. As long as the level of noise stays at an acceptable level, the green light stays on. When the noise exceeds the acceptable level, the yellow (Caution) light appears. If this noise level continues for too long, the red (Stop) light goes on. Rewards to the class might be distributed on the basis of the number of times the yellow or red lights go on during a day or week. This traffic light system can also be used in conjunction with other techniques, such as the behavior timer, ribbon recovery, or conduct cards.

POSITIVE REINFORCEMENT Techniques: Complex Systems

The systems in this section are more complex because they often require record-keeping, token economies, or teacher cooperation to make them work effectively. When applied under appropriate conditions by a teacher who understands behavioral psychology, they can often be extremely effective.

1. Behavior Monopoly and Similar Games. Well-behaved students earn the opportunity to roll die and move around a tag board replica of Monopoly or a similar game. Chance cards and other variations can add spice to the game. The board is designed by the teacher and lists a variety of rewards and privileges. Some are worthwhile and others are gags or booby prizes. Students can play as individuals or teams, and be chosen to play seemingly at random only when they have amassed a certain amount of points or tokens, or during a specific time of the day or the week.

Many behavioral games use and reinforce the process of effective contingency management, and Behavior Bingo is one such possibility. In this adaptation each individual student or team is given a dittoed bingo card, When the class is behaving well, (eg., almost everyone came to class on time), bingo is played during the last few minutes of class. The teacher selects and calls out one or more numbers, and the students who have those numbers cross them off their cards. When a student or team of students hits a "bingo" they select a reward from those available. Other students then continue to use the same cards until each in turn wins a reward and turns in the old card for a new one.

A variation of the bingo theme uses bingo cards covered with examples of appropriate behaviors instead of the typical bingo numbers. When a student is observed doing one of the approved behaviors he may cross it off, on one spot only, of his card. When the card is completely marked off, or at whatever point has been agreed upon, the card may be exchanged for prizes or privileges.

Creative teachers can think of many additional possibilities from carnival days. A Wheel of Fortune allows selected students to spin a wheel or an arrow on a wheel which, when it comes to rest, will indicate some real reward or gag prize. A Positive Punchboard based on the old practice of punching prizes out of a hole in a specially prepared board, serves the same purpose. A deep covered box filled with mystery prizes to which long strings are attached can be used as a Go Fishing device based on the same principles as the Bingo and Wheel of Fortune techniques. Students earn the chance to go to the "pond" and pull out a potential reward.

2. Good Behavior Battalion. Students between the ages of ten and fourteen often are intrigued by simulated military games. In this army simulation, students earn rank and privileges by accumulating points for good behavior. Promotions through the ranks depend on improving or maintaining one's good citizenship: generals are those whose behavior improved the most during the period of observation, just passed (six weeks, one week, etc.); privates, those who improved or maintained the least. Rank and privileges earned in one period may extend through the next, and promotions can be accompanied by rewards and ceremonies.

The more imaginative the teacher, the more fun for the students. Special rewards can, for example, be distributed for service above and beyond the call of duty. Special medals and citations can be sent home to parents.

3. Teams. Most students, especially from fourth grade through tenth grade, enjoy working on teams in academic competition. Many teachers have known this for years and have made it work for them. Using the format and rules for basketball, baseball, or football, students can be grouped into evenly balanced teams which compete for both knowledge and rewards.

Using the basketball analogy, for example, students can be placed into teams of five, the teacher being certain to balance for both academic ability and behavior capacity. When studying the Constitution, for example. each team can be given the task of researching, teaching, and testing the others on a certain part of the Constitution. Points are awarded for all appropriate behaviors as well as how well each team conducts its research, teaches their assignment and on how well the rest of the class does on that portion of the test. Fouls maybe called for inappropriate behavior, and result in extra points for the other teams. Free shots can be rewards for special improvement in behavior or achievement. Again, the teacher's imagination is the only limit in devising new variations on this idea.

4. Responsibility Graphs. In this strategy the teacher selects or designs a simple graph on 8½ x 11 paper and each student receives a graph with his or her name on it. The vertical axis (rows) represents the number of times the student performs some specific desirable behavior, and the horizontal axis (columns) lists the desirable behaviors. Students can keep track of their own behavior or it can be done in teams, by monitors, or by the teacher. The graphs can be collected at the end of a specific time period (day, week, month) or they can be collected individually when each student reaches some minimum number in one or more categories. Rewards may be distributed in a variety of ways: to individuals, to teams, to the whole class; on the basis of individual progress, total count, or any other scheme that the students and the teacher like. See Figure One for an example of such a graph.

5. Good Citizen Club. Students who perform three or four required tasks during the class hour or day earn the title of Good Citizen-of-the-Day, and receive points, tokens, or a small reward (e.g., Tootsie Roll or Ju Ju Bee at luncy). Those students are able to perform in this way for a set number of days each week earn the higher designation of Good Citizen-of-the-Week. As such, the student is allowed, perhaps, some special classroom privilege for the next week. Those students who manage to earn the Citizen-of-the-Week label for perhaps all but one of the weeks of the grading period earn the title of "Citizen Extraordinaire". Something quite special accrues to those who earn this title, such as attending a taco party at the teacher's home, or going on a really exciting field trip.

Responsibility Graph

Name					Class:			Hour:		
10										
9										
8										
7										
6										
5										
4										
3										
2										
1										
BEHAVIOR	Punctuality	Prepared	Quiet For An Hour	No Gum	Answers Questions	Helps Teacher	Courteous	Follows Directions	No Fighting	Works Hard

6. Actions Auction. In this strategy, students again earn tokens or points for a specific list of behaviors. At the end of a certain period of time (hour, day, week, or month), the points are totaled and an auction is held. Students may use their points to bid for certain rewards or privileges.

In order to encourage those who have the most trouble behaving correctly, when using the Auction or other strategies, the teacher may want to experiment with a handicap system. Such a system attempts to provide equal opportunity at the beginning of a contingency management program by focusing on individual improvement rather than absolute gains.

Bowling offers a good example. Arranged on teams, weaker bowlers receive supplementary pins in addition to those knocked down, so that the competition is keener. Using a system where the students who consistently perform poorly also have a chance to win awards has several advantages. It makes for heated team competition, and it also eliminates the tendency toward sabotage among students who see no chance for success by giving them more chance to receive positive reinforcement.

The Auction strategy requires very little record keeping. Items and privilege to be auctioned can include those donated by both the teacher and students. A good way to begin is to inaugurate the system on a Monday, with the auction announced for the following Friday.

On the day of the auction the teacher plays the role of auctioneer, at least until students are familiar with the process. The teacher assembles both the list of items to be auctioned and the tally of points amassed by individual students. Each student knows the total points available to him for bidding. Ground rules are reviewed with the class and the auction begins. When the preset time limit for the auction has been reached, unauctioned prizes and unspent points may be held over for the next auction period.

7. Behavior Band Accounts. This strategy requires a ring binder notebook or its equivalent. The teacher designs a ledger form which can be duplicated so that each student has a copy of an individual bank account, with the teacher also keeping records in the notebook at her desk. Students earn deposits for good behaviors; withdrawals are made in exchange for rewards in the form of prizes or privileges or, in rare occasions, for inappropriate behavior. Bonuses and interest can be paid on special occasions or to encourage special students.

Some sample possibilities are illustrated in Figure Two.

Bank Possibilities	
Deposits	Withdrawals
Punctuality.....$ 3	Late to Class.....$ 5
Finished Homework.....$10	Unfinished Homework.....$10
No Shouting Out.....$10	Bathroom Pest.....$10
An Hour Without Gum.....$ 5	Fifteen Minute Recess.....$15
Good Answer.....$15	Swearing.....$20
An Hour Without Fighting....$ 5	Message to Friend.....$ 5

Trusted students could also take turns acting as banker during the end of each class period or hour.

8. Stop Room & Go Room. When a whole faculty can cooperate, school wide contingency management becomes a possibility. If your school has any extra space a Stop Room or Go Room can be operated. Both require adult supervision.

The Stop Room is useful in schools where discipline problems end up in the prinicpal's office. One school, recognizing the counterproductiveness of having the principal deluged by discipline problems, arranged to have students who were expelled from class to be sent directly to the Stop Room. Here, under adult supervision, students are required to sit quietly in seats separated from others and to do nothing, especially not class work. A student is sent to the Stop Room three times before he or she must go to the principal's office. Once the student reaches the principal's office, parents are contacted and a conference is mandatory. Suspension is automatic.

The Go Room is the other half of the story. This is a room where, under minimum adult supervision, students who have made exemplary progress may go on a scheduled basis to enjoy games, records, free reading, conversation, and other change-of-pace activities. It is important that Go Room privileges be awarded on the basis of improvement and not simply for those who are the brightest or best behaved in the school.

9. The Smile Shop. This strategy also requires the cooperation of an entire faculty, and should not be attempted unless the faculty is well acquainted with the principles of behavioral psychology and the techniques of contingency managment. It requires that the faculty members cooperativley establish a list of behaviors that they wish to strengthen, a method of administering a token system, and a system for redeeming the tokens. It also requires that there be a spot in or near the school that can be devoted to the use of the token system.

To employ the Smile Shop idea, the teachers must collect a room full of rewards which can be earned in exchange for tokens collected for appropriate behavior. The faculty can usually amass the necessary items by soliciting donations from local businessmen, from students and parents from the school system, from garage sales, and from the faculty itself. Each item in the shop must be priced and some advertising will be necessary. The shop must be open and supervised during specific hours when students can exchange the tokens they have earned for good behavior for Smile Shop prizes.

Conclusion

The techniques described here, indeed contingency management itself, will not provide all the solutions to solving classroom management problems which confront today's teachers. If, however, schools see themselves as educational safecrackers or locksmiths who need a variety of tools for a multitude of complex situations, those techniques can become an important part of the teacher's repertoire of classroom management skills. Used with care and a focus on positive behavior in appropriate situations, systematic contingency management strategies can help create the growth-producing classroom atmosphere sought by all who care about the futures of the students they serve.

R A I D MANAGEMENT

NOTES TO TEACHERS
ENHANCING THE SELF-CONCEPT OF STUDENTS

What Are You Trying To Do?
You want to establish a positive environment in your classroom because children learn best in these surroundings. Here a child learns to respect himself and others. He learns to enjoy being with and working with adults and other children.

You want to enhance the self-concept of each child. This means you want the child to accept and to like himself; to believe in himself and his ability to learn.

You want the child to enjoy learning and to enjoy school as a place to learn. The idea is to capitalize on his strengths and to build on these.

You want to establish a Success Arena, through individualized instruction, where each child is surrounded by success experience. Each success, however small, gives strength to try; trying leads to success. A child becomes successful through experiencing success, not failure.

What Will the Teacher Get Out of it?
You will find your job much easier. Children who like to learn and like being in the classroom are a pleasure to teach. The children learn more, learn quicker, and with less teacher effort.

Since you will use less effort to force children to learn, you will have fewer problems with discipline. You can relax and enjoy your relationship with the children.

Teaching will become a real joy.

How Do You Do It?
There is a simple technique, but it will require some changes from your usual routine. It isn't something to be added to your regular method, you must use the technique instead of the old ways. Really put it into effect for three months, and you'll never go back.

The technique is called RAID after these four simple steps:

1. Rules - Carefully establish classroom rules for each situation. Let the children help with rules. Post rules on the chalkboard or on a large poster. Go over them frequently to be sure everyone remembers, for example, before beginning a new activity.

2. Approval - Reward each child who is on-task (following rules and working on assigned task) with praise. Your praise will do two things: (a) keep the child on-task, and (b) enhance his self-concept.

   How much praise is needed? Praise as often as you can find the child on-task! The more the praise, the more he will stay on-task. The more you praise, the more you enhance his self-concept.

   Praise a child at least four times following a negative. Praise his effort and his success, however small, and he will increase both.

3. Ignore - Ignore inappropriate behavior whenever possible. Ignore a child who breaks class rules. Ignore a child who is not working at his assigned task. When you refuse to give your attention to a child, he will stop that behavior and do something else to get your attention.

When inappropriate behavior is not rewarded, it will stop although you may have to wait through a temporary increase in mis-behavior. This is a test to see if you really mean it.

Ignore children's errors, mistakes, and failures. Remember them for future work assignment, but <u>praise effort rather than pointing out failure</u>.

4. Disapproval - be negative when necessary to stop inappropriate behavior. You the teacher, must decide when mis-behavior can no longer be ignored. This might be when a child can be hurt, furnishings or materials destroyed, or the learning situation disrupted.

   Negatives are used to stop behavior. Thus they must be strong enough and followed through. But <u>two things</u> must be remembered:

   (a) Do not allow negative attention to be a "backhanded" reward reward, mild negatives are attention.
   (b) You are obligated to praise <u>incompatible behavior at least four times following a negative.</u>

THAT IS THE RAID SYSTEM BUT CONSISTENCY
IS THE KEY TO ITS USE. IT WILL ONLY BE
AS EFFECTIVE AS YOU ARE CONSISTENT IN ITS USE.

<u>How do Children Respond?</u>
RAID is an excellent classroom management technique.

Children are brought to and kept on-task.

Misbehavior is drastically decreased.

Children generally learn more. They spend more time on-task and little time in negative behavior.

Children's self-concepts are enhanced.

Children feel capable since they are constantly praised for their efforts and success. Because they feel capable, they try; because they try, they are successful.

Children grow and bloom in the positive environment. They relate freely with their teacher, and learn to treat each other positively. (This, too, can be taught and rewarded by the teacher.)

<u>Special Problems</u>
A. Some children come to school disciplined. Others must be taught to follow rules and to control their behavior. Disciplined children will respond to RAID immediately. Three types of problems are the following:

   1. The acting-out behavior problem - His mis-behavior is used to get your attention, so stop it with a strong negative. Lavishly praise desired behavior shortly after it begins; continue to praise when you catch him on-task. Ignore inappropriate behavior whenever possible, teach class to ignore it. He needs more help and will respond <u>slowly</u>.

2. The immature child with short attention span - Determine how long he can stay on-task. Anticipate the short span and praise his effort to continue. Be sure the task is at his level; let him experience easy success occasionally. Increase attention span by rewarding at gradually increased intervals; use special helping tasks as rewards. Explain the problem to him in simple terms, enlisting his help in solving it.

3. The forgetter - Often habit or a natural build-up of energy overflow into inappropriate behavior. Ignore or stop with mild negative, and give the child or group some occasional activity. Praise the child for extending on-task periods.

B. Teacher errors are serious problems. These happen when you break your own rules. To give attention to the child who is breaking rules teaches that rules are not important. To be negative to a child following rules diminishes on-task behavior.

Unfortunately, the child remembers too well an exception to a rule. He starts gambling on when the rule will not apply. You must be consistent in applying rules and catch these errors. Most teachers do this easily once they become sensitive to the problem.

C. As children get used to the RAID system, they stay on-task with fewer praises. The teacher must guard against this and maintain high number of praise remarks. The goal is to enhance children's self-concepts, and praise for effort and progress will give remarkable results.

D. Older children and brighter children are sometimes reinforced by attention from peers. Misbehavior gets stared or laughter from friends, which is enough "pay-off" to bring repeated incidents.

Teach your class to ignore the culprit. Praise those who do so and find rewards for those refusing to react to these interruptions. Praise the child when he gets back on-task, giving so much attention he will not need to misbehave. Ignore or be strongly negative when necessary.

In this game you must keep the upper hand and get the cooperation of the class in maintaining a learning situation.

And Finally

As each child interacts with you in the classroom, he sees himself reflected. If he is treated with respect, he concludes he is worthy of respect. If he is constantly shown success, he sees himself as successful. His peers respect him because he is respected and is successful.

His behavior, his success, his learning, and his entire future depend upon how he sees himself in your eyes.

REINFORCERS!

1. Pen a ditto
2. Help teacher after school
3. Grade papers
4. Choose rainy day games
5. Teacher writes and mails a letter to you
6. Be messenger for office
7. Decorate one bulletin board or chalk board
8. Earn time to write on chalk board
9. Help in library
10. Visit another grade
11. Be P.E. Leader
12. Make up own writing assignment
13. Extra play with your own grade or another grade
14. Play with clay
15. Teach another child
16. Skip a subject
17. Put assignments on the board
18. Dismiss school over the intercom
19. Ring bell for dismissal
20. Paint
21. Invite mother, father, or sister or brother for visit
22. Make a play
23. Lead flag salute
24. Choose seat for specified time
25. Sit with a friend from a different class for lunch
26. Choose book to be read to the class
27. Select topic for group to discuss
28. Read to a friend
29. Read with a friend
30. Help teacher hand out papers, go to office, erase board, empty trash, dust off desks, sharpen pencils, etc.
31. Care for class animals
32. 5 minutes to discuss something with teacher
33. Plan a class trip
34. Plan a class project
35. Time to read aloud
36. Select game for recess
37. Free time to work puzzle, etc.
38. Choose group activity
39. Take a "good" note home to mom and dad (arrange a reward with the parents.)
40. Extend class recess by specified number of minutes
41. Play teacher
42. 10 minute break to choose game and play with a friend quietly
43. Class party
44. Use language master
45. Listen to record with earphones
46. See a filmstrip
47. Have a "fun" movie
48. Use tape recorder
49. Draw a picture
50. Build with construction blocks
51. Make things with colored pipe cleaners
52. Candy
53. Dry cereal
54. Comic book or any book
55. Chocolate instead of white milk
56. A cookie with milk
57. Accumulate points to purchase things (doll clothes, yo yo's)
58. Marbles
59. Pencils or pens
60. 'Hot Wheels' cars
61. Choice of seat on school bus
62. Smiling faces on papers
63. Devise code with teacher or another child and send messages
64. Work with microscope and an array of mounted slides
65. Polaroid picture of the "student of the day" week to display on bulletin board
66. "Buying off" assignments with accumulated tokens
67. Use a stopwatch or kitchen timer to time work
68. Self-graphing of academic or social progress
69. Conduct a science experiment with teacher or classmate
70. Immediate correction of work
71. Earn a movie (in classroom) and treat by saving points distributed on a systemic basis
72. Room host: assist visitors to classroom; introduce guests to peers; explain routine
73. A visit from a favorite staff member, i.e. counselor, principal, dietician, etc.
74. Comb, barrettes, mirror, ribbons for special grooming time
75. Teacher's praise and compliments
76. Smile approval
77. Write and state TV commercials
78. Prepare a puppet show
79. Develop transparencies for overhead projector
80. Puzzles, dot-to-dot pictures, and brain tests
81. Hard work certificate
82. Assemble a 250-piece puzzle. Assembled puzzle is mounted on heavy cardboard and sprayed with a plastic coating

Continued

83. Write riddles
84. Mural painting
85. Play popular records
86. Sewing equipment for home economic students
87. Learn to sew, crochet, knit, macreme, etc., in resource room
88. Construct things: tables, bookcases, etc.
89. Be movie projector operator
90. Teacher's assistant to run ditto machine
91. Informal cooking area
92. Work with scrap materials from art
93. Look at mail order catalogues
94. Guide visitors on tour of the school building
95. Leave school one-half hour early
96. Talking time with peers
97. Listening to an older child tell a story
98. Stars, decorative seals, or inkstamp pictures on paper
99. Daily grade cards
100. Token to be exchanged later
101. Work on crossword puzzles using plastic overlays
102. Extra time for doing homework in class
103. Right to work independently on a special project for another class
104. Time to paint scenery for class play
105. Work in school library
106. Time for looking at own magazines
107. Party in resource room or class party
108. Time to interview local merchants for a class project
109. Time to pursue a hobby at school
110. Help teacher by making visual aid for teacher to use with another group of students
111. Display good work
112. Pull drapes for film showing
113. Use of radio with earphones
114. A class Coke break or a Coke break in the resource room
115. Release time to shoot baskets, etc.

More Reinforcers

Elementary Grades

Lead flag salute
Choose seat for specified time
Choose book to review for class
Select topic for group to discuss
Read to a friend
Read with a friend
Right to tutor a slower classmate
Free time in the library
Be in a class play
Help teacher hand out papers, go to office, erage board, empty trash, dust off desks, sharpen pencils
Work at chalkboard
5 minutes to discuss someting with teacher
Ask child what he would like to do
Plan a class trip
Plan a class project
Time to read aloud
Comic book
Perform small duties
Select a game or object for recess
Work puzzle (free time)
Draw, paint, work with clay, etc.
Choose group activity
Take a "good" note home to mom (arrange reward with the mother)
Extend class recess by specified number of minutes
Play teacher
10 minute break to choose game and to play with a friend, QUIETLY
Class party
Use language master
Listen to record with earphones
See a filmstrip
Bring something special to show the class
Use radio with earphones
Dance in the gym
Have a "fun" movie
Use tape recorder
Work puzzle
Draw a picture
Paint with tempera
Build with construction blocks
Model with play dough
Candy
Dry cereal
Chocolate instead of white milk
Extra carton of milk
A cookie along with the milk
Accumulate points for purchasing doll clothes (funny money)
Marbles
Pencil
Eraser
"Hot Wheel" cars
Compliment
Smile approval

Secondary Grades

Extra time for doing homework in class
Extra time in gym, home ec. room, shop, music room, etc.
Right to work independently on a special project for another class
Work in school office
Work in guidance office
Work in school library
Open discussion of social issues
Right to work as a tutor for elementary youngsters
Time to paint scenery for class play
Time to interview local merchants for a class project
Right to sign up for or to "audit" some extra class(es)
Help teacher by making a visual aid for teacher to use with another group
Display good work
Carry a message to office
Time for looking at own magazine
Class party
Have a "fun" movie (e.g. W. C. Fields)
Dismiss period early
Dismiss school early
Plan a special school function
Extra time for committees to meet
Time for club meetings
Dance in the gym
Time to practice something
Time to pursue a hobby at school
A class Coke break
Name in the newspaper for special achievements other than grades
Work on school yearbook or newspaper
Write special article for school news
Plan class trip
Released time to work as a "candy striper" at a local hospital
Free time in student lounge

POSITIVE REINFORCERS

Leading student groups
Representing group in school activities
Displaying student's work (any subject matter)
Straightening up for teacher
Putting away materials
Running errands
Caring for class pets, flowers, etc.
Collecting materials (papers, workbooks, assigments, etc.)
Choosing activities
Show and tell (any level)
Constructing school materials
Dusting, erasing, cleaning, arranging chairs, etc.
Helping other children (drinking, lavator, cleaning, etc.)
Reading a story
Exempting a test
Working problems on the board
Answering questions
Outside supervising (patrols, direction parking, ushering, etc.)
Classroom supervision
Omitting specific assignments
First in line
Assisting teacher teach
Leading discussions
Making gifts
Recognizing birthdays
Responsibility for ongoing activities during school holidays (pets, plants, assignments)
Decorating room
Presenting hobby to class
"Citizen of the Week" or "Best Kid of the Day"

Listed below are some examples of two types of reinforcers that you might use in your classroom. Refer to "65 Ways to Say Good for You" for some examples of Social reinforcers.

Concrete	Activity
storybooks	leading student groups
book markers	straightening up for teacher
pictures from magazines	caring for class pets, flowers, etc.
paints	constructing school materials
crayons	helping other children
coloring books	reading a story
records	classroom supervisor
flashcards	first in line
surprise packages	assisting teacher teach
pencils with names	leading discussions
pencil holder	making gifts
stationery	special seating arrangements
calendars	responsibility for on-going school projects
chalk	decorating room
clay	watching movies
candy	presenting skits
fruit	playing records
popcorn	puppet shows
peanuts	making a game for subject matter
marshmallows	outdoor lessons
lifesavers	visiting another class
ice cream	field trips
soft drinks	dancing
perfume	talking periods
striped straws	recess or play periods
pickup sticks	parties
boats	talent shows
puzzles	typing (assignments or messages to friends)
combs	art projects
mirrors	science experiments
comics	sewing projects
balloons	sport activities
commercial games	
marbles	
birthday hats	
stamps	
money (play, real, exchangeable)	
plastic toys (animals, soldiers, etc.)	
citations	
plaques	
badges of honor	
medals	
subject matter prizes	

NONVERBAL AWARENESS ACTIVITIES

FOR TEACHERS

1. If you customarily work with small groups of children, experiment with the spread of the chairs. Do children react differently when the chairs are touching each other than when they are a foot apart? What about two feet? Does it make a difference whether you sit on a higher chair or one of the same size?

2. Nonverbal acts are often preferable to words, and many studies show that the teacher's voice is heard far too often. Without telling the student of your intentions, experiment with giving nonverbal instead of verbal directions.

3. Make a definite attempt to react more effectively to signals. A kindergarten teacher found that she could save calamity by observing more closely a boy with bathroom problems. Similarly the student chewing his pencil may be hoping you will come to his desk. Or, the one wanting to sharpen his pencil may be lacking an idea to write about. A student's eyes reveal important information about his needs.

4. Try to match your degree of nonverbal behavior to the student's and then examine the results. As a negative example teachers tend to over articulate with a non-articulate student, subconsciously compensating for his lack. In contrast, a student who sits quietly beside the teacher may get warmth and comfort from the teacher sitting quietly beside him. Matching nonverbal behavior is a kind of approval.

5. Experiment with light and heat--both important factors in classroom climate. Some teachers flick the switch as soon as they open the door, yet many classrooms are constructed so that on a normal day artificial light is not necessary. Light affects mood and so does heat. Deliberate changes in temperature and lighting can be an effective device for changing classroom mood.

6. Use nonverbal displays to advantage. The old addage that a picture is worth a thousand words applies in establishing classroom climate. Employ humor and realization in your approach. A teacher experimented with two signs. The first said "pick up paper and put in the waste-basket." The second was a silhouette of a student neatly dropping paper in the wastebasket. The second proved far less offensive and served as a better reminder.

7. Provide opportunities for students to express emotions by nonverbal means. Pantomines are not only highly expressive for the actors but also give teachers insight into their feelings and emotions. various forms of rhythms and creative dance are good for nonverbal expressions, and of course all types of art work are nonverbal expressions.

8. Talk about the nonverbal patterns with your students, but do it astutely. Either individually or in class discussion give them the opportunity to discuss those nonverbal behaviors that give them good feelings or cause them frustrations—behaviors to which they are sensitive.

9. Increase your practice of looking students in the eye. Experiment by exchanging glances through one-to-one contacts.

10. Check your relevancy. This is not easy to do but it is especially important. Do you often feel misunderstood, or does a particular point you tried to make fail to get across? You may have an incongruity with your nonverbal behavior that cancels out the effectiveness of your words.

11. Experiment with new movement pattern in the classroom. Whatever you are doing, do differently for a while. You may be making yourself too available or not available enough. Be sure that your accessibility is genuine and not the result of anxiety or distrust.

12. Let students experiment with furniture arrangement that involves group interaction. One teacher tried putting desks in groups of four with the children facing each other. Two days later the desks were reversed so that this time the students faced away from each other. (Be sure if you try such experiments that you involve the students in evaluating the results.)

13. Individualize your attention. You can't listen to all of the students all of the time, so experiment with listening very intently to one for a brief period, letting him know when it is another student's turn. As long as he is talking look directly at him.

14. Talk to each student privately and informally asking them what students they think you like and don't like. This will let you know the messages that you are communicating to individual students.

These suggested experiments are not new. You have known about them all before. What is new is the emphasis on their nonverbal aspects. Revisiting them from this new point of view can help you understand their impact. Your goal is more effective use of nonverbal communication in your quest for better ways of teaching and more meaningful relationships with your students.

Love-Roderick Nonverbal Categories and Sample Teacher Behaviors

The following material attempts to identify categories of teacher nonverbal communication and to cite examples of specific behaviors in each category. Study it carefully.

*1.	Accepts Student Behavior	Smiles, affirmatively nods head, pats on the back, winks, places hand on shoulder or head.
*2.	Praises Student Behavior	Places index finger and thumb together, claps, raises eyebrows and smiles, nods head affirmatively and smiles.
3.	Displays Student Ideas	Writes comments on board, puts students' work on bulletin board, holds up papers, provides for nonverbal student demonstration.
4.	Shows Interest in Student Behavior	Establishes and maintains eye contact.
5.	Moves to Facilitate Student-to-Student Interaction	Physically moves into the position of group member, physically moves away from group.
*6.	Gives Directions to Students	Points with the hand, looks at specified area, nods at student, stands in specified area, employs predetermined signal (such as raising hands for students to stand up), reinforces numerical aspects by showing that number of fingers, extends arms forward and beckons with the hand, points to student for answer.
*7.	Shows Authority Toward Students	Frowns, stares, raises eyebrows, taps foot, rolls book on the desk, negatively nods head, walks or looks toward the deviant, walks or looks away from the deviant, snaps fingers.
8.	Focuses Students' Attention on Important Points	Points, walks toward the person or object, taps on something, thrusts head forward, thrusts arm forward, emplo . nonverbal movement with a verbal statement to give it emphasis.
9.	Demonstrates and/or Illustrates	Performs a physical skill, manipulates materials and media, illustrates a verbal statement with a nonverbal action.
10.	Ignores or Rejects Student Behavior	Lacks nonverbal response when one is ordinarily expected.

*The names of these categories are the same as those in the Flanders matrix.

Developed by Alice M. Love and Jessie A. Roderick, University of Maryland, 1971

COMPETENCY XV: MEETS PROFESSIONAL RESPONSIBILITIES.

Indicator 1. Works cooperatively with colleagues, administrators, and community members.

Indicator 2. Follows the policies and procedures of the school district

Indicator 3. Demonstrates ethical behavior.

Indicator 4. Performs extra-instructional duties.

COMPETENCY XVI: ENGAGES IN PROFESSIONAL SELF-DEVELOPMENT.

Indicator 5. Participates in professional growth activities.

Indicator 6. Shares and seeks professional materials and ideas.